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OUR SHARE IN THE HOME

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OUR SHARE IN THE HOME *was written by Laura Baxter, Associate Professor of Home Economics Education, Kansas State College, and Supervisor of Home Economics in the City Schools of Manhattan, Kansas; Margaret M. Justin, Dean of the School of Home Economics, Kansas State College; and Lucile O. Rust, Professor of Home Economics Education, Kansas State College. It was written in consultation with Benjamin R. Andrews.*

OUR SHARE IN THE HOME *is a completely rewritten, reset, and reillustrated volume based on the authors' earlier book,* Sharing Home Life, *copyright, 1940, by J. B. Lippincott Company.*

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Preface

Our Share in the Home has been the result of the wide use of *Sharing Home Life* and the enthusiastic comments of many teachers and high school girls. It represents a complete revision which brings the subject matter, organization, and illustrations up to date.

Like *Sharing Home Life,* this book is designed for beginning home economics courses in the junior high school. It is organized on the basis of the needs, interests, and abilities of the pupil. It aims to develop appreciation and understanding of the ideals of worthy home membership through the study of the many areas and phases of home economics.

The material covers three or four semesters' work. By omitting some parts, the book can be adjusted to two or three semesters. By including more lessons and making wider use of "Things to do," the content is adequate for four semesters. The learning units are broken up into problems, each of which covers a lesson for one day.

Our Share in the Home has been written simply. The few technical terms with which pupils in home economics classes must become familiar are explained when they are introduced in the text. The book presents a balanced introductory program in home economics.

The authors deeply appreciate the assistance of the following people in the preparation of *Our Share in the Home*: the members of the staffs of the School of Home Economics

and the Department of Education, Kansas State College; and of the Department of Home Economics in the Manhattan, Kansas, high schools. Special acknowledgement is made to Mrs. Leora Laing for the drawings which so ably interpret the philosophy and spirit of the book.

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1

You and your family

MOST PEOPLE in our own country live in family groups. The same is also true of the people who live in other countries. If we were able by some magic to look in turn at families in Iceland, Sweden, Mexico, Brazil, the Philippines, and this country, we would find each concerned with problems of food, shelter, and clothing for the family and with the care of children. Either the father or the mother or both would be found teaching their children to talk, to walk, to help themselves, and to do some simple task in the home. Doubtless food would be in the process of being made ready for the family meals. Differences would be seen among the foods of the homes in various lands, but in each case the meal would be one that would be enjoyed by the family. Although the homes would be different, we would find that each provides shelter of some sort for the family members.

Every home, no matter how simple, holds a place in the hearts and memories of the family members that continues even after they are grown up. For each of us, the members of our family are the ones whose understanding and love mean most to us. It is important that we understand our families and be able to live with satisfaction in our own family group. Perhaps the first step in this direction is to understand ourselves and what we possess by being a member of our own family. Our first problem, then, will deal with ourselves and may be expressed in words one hears often on streets and schoolgrounds: "Who are you?"

• "I am Sarah Lee Duncan."

1 *Who are you?*

When this question is first put to you, the natural reply is somewhat like this: "Oh, I am Sarah Lee Duncan. My father is a lawyer. We live on Leonard Street. My grandfather is the judge at the Courthouse, and I am thirteen years old."

Almost without thinking, you present your family as the basis for explaining who you are and what you are. You tell the generations of your family that are still living in the community almost as directly as is done in the old song:

There is old Sam Simons,
And young Sam Simons,
And young Sam Simons' son,
And young Sam Simons
Will be Sam Simons
When old Sam Simons's gone. . . .

You know that one generation follows another in this order. You like to hear your mother or your grandmother tell of the days when she was a little girl. Perhaps then you ask, "And what was it like when *your* grandmother was little, and *her* grandmother too?" You hear stories of great-great-grandmother's courage when the Indians came to her home and tales of the bravery of some more remote ancestor in Revolutionary days. As you listen you may think of your family as a stream that flows on and on.

The part of your family that you will know best in days

to come is that which lives in the span of your own days. It is right that you should try to learn about the others of your family—what they looked like, what they thought, and how they lived. It will help you understand yourself.

Certain things about you were determined before you were born because of what you inherited from your parents, your grandparents, your great-grandparents, and so on back. All have shared in creating the bank of physical characteristics from which the combination that is *you* was drawn. Your hair is yellow, black, or red because of your family heritage. It is straight and smooth like the strings in a harp or a mass of waving curls for the same reason. Your skin is fair or dark, your nose is short or long, your fingers short and thick or long and tapering, because that part of you reflects some qualities of your ancestors. Even your height, within certain limits, is governed by the fact that you are *you*, and that your ancestors were of a certain stature.

Knowing this, it becomes easy when you are told how tall you are or how short you are to answer as did the little elf. He was asked, you know,

> Why he was so small,
> And why he didn't grow.
> He slightly frowned, and with his eye
> He looked me through and through.
> "I'm quite as big for me," said he,
> "As you are big for you." [1]

There is some evidence that not only your physical characteristics but also certain mental ones are inherited, such as musical or mechanical skill and ability to learn.

"Who are you?" is a more complicated question than it first appeared and should be given more consideration. You must place yourself in relation to your family as the beginning of the answer.

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[1] John Kendrick Bangs, "The Little Elf." Reprinted by permission of the publisher, D. Appleton-Century Company, New York.

COURTESY ENKA

• Because of heredity, this little papoose is certain to have the straight black hair, the high cheek bones, and the copper-colored skin of his Cherokee Indian parents.

Things to do

1 Make a list of your ancestors up to your grandparents.
2 Note any physical characteristic, such as brown or blue eyes, curly hair, or short or tall body build, that appear in a number of your family members and grandparents. Select one characteristic and put a check by those persons that have it.
3 What other characteristics are said to appear frequently in your mother's family? In your father's family? Do you or any of your sisters and brothers have any of these characteristics?
4 Name any of your family members who are talented in art or music. Are there evidences that such abilities are inherited from generation to generation?

2 *What has made you what you are?*

You have seen that the basis or the beginning of the real *you* lies in your family heritage. But important as you know this is, you surely realize that it is only part of the story. You are as you are today partly because of your mental and physical growth. Perhaps it is hard for you to remember a time when you were any different. It may be that you think of yourself as being the same now as you were when you entered school. No doubt your mother or your grandmother has a collection of snapshots that will help you to see what part growth has had in making you as you are now. As you look at these photographs, you may smile at the big-eyed baby looking at things in wonder, and chuckle over the toddler intent on pulling a flower to pieces. You may even remember, as you see the picture of the little girl starting off to school, how lonely you were that first day at school. Those days seem far away now. They have been pushed back by your growth, which makes you different as the years go by.

The steps in your growth and your sense of the importance of the present year may be like that of Anne Darlington, who looked back over her life at the age of six.

> When I was one,
> I had just begun.
> When I was two,
> I was nearly new.
> When I was three,
> I was hardly me.
> When I was four,
> I was not much more.
> When I was five,
> I was just alive.
> But now I am six, I am clever as clever,
> I think I'll be six now forever and ever.[1]

---

[1] A. A. Milne, "The End," *Now We Are Six*. E. P. Dutton & Co., New York.

Of course no one would want to be six or even sixteen "forever and ever," but you will find that whatever stage of growth you are in seems right and normal.

The growth that has changed you from a round and plump baby to your present size and shape, making you as you are now, has required certain things. The food you eat, the exercise and the rest you take, and the care you give your body all help determine what you are like and are going to be like. The thin, poorly nourished girl who does not give her body the food it needs, either because food is lacking or because her food habits are poor, stunts herself. She becomes less sturdy than her heritage would provide.

Food, rest, play, and proper care of the body—all leading to growth—have helped make you *you*. However, this is not all. The real you is partly determined by all that you may have seen and felt in the world about you. You are shaped, in part, by the physical world about you and, in part, by the people you know and the ideas and ideals they accept. Edwin Markham, one of the well-loved American poets, wrote of Lincoln, describing the influence of the world about him—his physical environment—upon this great man in these words:

> The color of the ground was in him, the red earth;
> The smack and tang of elemental things:
> The rectitude and patience of the cliff;
> The good-will of the rain that loves all leaves;
> The friendly welcome of the wayside well;
> The courage of the bird that dares the sea;
> The gladness of the wind that shakes the corn;
> The pity of the snow that hides all scars;
> The secrecy of streams that make their way
> Under the mountain to the rifted rock;
> The tolerance and equity of light
> That gives as freely to the shrinking flower
> As to the great oak flaring to the wind.[1]

[1] Edwin Markham, "Lincoln, the Man of the People," *Lincoln and Other Poems*. Doubleday, Page and Co., New York.

COURTESY CAMP MAGAWICKA FOR GIRLS

• Food, rest, and play—in the right proportions—help us to keep fit.

The home, the school, and the community all share in providing you with what is sometimes termed your social environment. Some, but not all, of this comes from the people with whom you have contact. Some, but not all, comes from the world about you, as you come to know it through newspapers, music, radio programs, and many other ways.

Your social growth and development is quite as important in making you *you* as was your physical development. Your parents and other family members have surrounded you with affection and have given you a sense of being needed and belonging in a close family circle. They have given you opportunity to share in ever widening experiences with ideas, people, and things. As a little baby you valued things by how they felt in your mouth. Now you have grown to appreciate that many articles have values that cannot be known by taste. You now appreciate and enjoy mental and social activities made available to you through mind, memory, and affections.

Of course, the social environment that helps to make you as you are is largely determined by your family life. From your family, then, comes the basis for what you are and many of the influences that direct your growth. More than school, church, or community, your family life determines what you become.

Things to do

1 List those things and experiences that a city child might have which a rural child might not.

2 List those things and experiences that a rural child might have which a city child might not.

3 Explain how each of these children might be influenced by these things and experiences.

4 Describe some character, real or fictional, who seems to you a great person. What factors helped to make the person great?

5 List ways in which family members may help to establish good social attitudes and ideals.

6 Talk with a school principal, a pastor, or some other community leader to find out the ways in which your community tries to establish a good social environment.

3 *How are you influenced by your family?*

You have just learned that among the things that make you as you are, the family life you share is perhaps the strongest. You should now understand the different ways in which you are influenced by your family. It may be difficult to know just where to start. Suppose we consider first the influence that your family life has had on your standard of living. If you were the daughter of a Welsh coal miner, the standard of living in your family would be very simple. You would not have a comfortable house heated by a furnace, a motor car for trips, nor could you go to the movies every week. These would be entirely beyond what was possible for your family. If you were the daughter of a Kansas or Nebraska farmer, probably you would not include hand-woven draperies, Oriental rugs, or a big car driven by a chauffeur among things you must have. Telephones, automobiles, vacation trips, and other conveniences and pleasures are so familiar to many that they seem to be "must haves" instead of being merely "would like to haves." To a large extent, we regard as "necessary" that which we have become used to in our childhood.

Another way in which your family influences you is in your use of the English language. If your family is from the South, your speech is what is called "Southern." If your father and mother came from some foreign country, your speech may show words and phrases not common to the English language. If your family members have been careless in their speech, you will find it difficult to free yourself from the "ain'ts," the "have wents," and the "gits."

The manners and customs which you hold as right are those that your family call good. If these are such as are common in the community, you will find that your ho

training is a help to you. On the other hand, even simple acts such as eating soup, greeting an acquaintance, and introducing a friend become difficult and trying if your manners and customs differ from those of the community.

Your religion and your religious beliefs are for the most part determined by your family. One girl may say that her family "has been Catholic ever since the Church was established"; another may say her family "has always been Scotch Presbyterian." In each case the family has passed on its religious beliefs to its members. Much the same is true about political beliefs. You often hear some heated argument about politics backed by the statement, "Well, my father says—." Religious and political beliefs formed when we are children are usually so strong that they tend to remain the same no matter what later experiences may be. That does not mean that your religious faith, for example, will not change as you grow in years. It means that within the framework of the church you know best you will usually find the space required for your broadening understanding of what religion means.

Your friends are often largely determined by your family. As a child, you were most often with children of your mother's friends. Later you knew the boys and girls of your father's associates. Neighborhood picnics and church festivals tend to keep you in the circle of family friends. There is something pleasant in the thought, "Her grandfather knew my grandfather," or "His mother and my mother were in school together." Through the years the families seem to belong together.

Your ideals and attitudes are influenced by those held by your family. If such values as honor, personal integrity, honesty, tolerance, and many others matter more to your family than making money, acquiring land or goods, or obtaining comforts, you are fortunate. Your own ideas of those things that are best in life cannot help but be colored by the ideas of your family. If your family believes in living within its means, you are influenced away from lavish

spending for show and display. If your family has good teamwork in the doing of its tasks, you will know something more about helpfulness than how to spell the word. The satisfactions and pleasant relationships that come from working together will be matters of true worth to you.

Knowing that your family believes in you and loves you gives you a feeling of belonging and being valued which is highly important.

You will find that your attitude toward responsibility is largely determined by the attitudes held in your family. If your father and mother work for the good of the community earnestly and thoughtfully, you know that such duties are important. From them you have lessons in being a good citizen that make a far greater impression than any amount of flowery talk by speakers.

If your father and mother in their living together express mutual affection, generous loyalty, and loving consideration, you may learn more of the meaning of love than you can get from volumes of silly love stories. On the other hand, it may be that you have seen one person in your family spoil the happiness of all the members for an afternoon or evening by jealousy, selfishness, or even a fit of temper. Such experiences should make you more critical of your own demands and moods and more eager to be a good family member.

Things to do

1 List the churches to which your grandparents went and those to which your family members go. To what extent does family influence appear?

2 Name one or more customs of your family that have come from the family of one of your parents.

3 Describe two families that have different ideas about the use of their money. In what ways have the children's ideas been influenced?

4 List the number of your close friends whose parents are close friends of your parents.

COURTESY ROGER STURTEVANT, LAURENCE TICE, AND AMERICAN HOME MAGAZINE

• Home and family life influence what we think, how we feel, and what we like—both in people and things.

4 *How can you share in shaping your own self?*

If you were a stone instead of a person, there would be no expectation that you would share in shaping your fate. The piece broken from a granite boulder or a marble cliff would rest where it had fallen until washed downstream by the force of flood waters. The rock would be worn by the force of the stream or be resistant to it, depending on the character of the formation from which it had broken away and the force of the current. Its composition and its environment would be the determining factors in what happened to it in the years and decades ahead. Such is not the case with you or with other persons. Each of us has a certain power of direction over our own life, regardless of our heredity or our environment, and each of us has a responsibility for that power.

This power of shaping one's life varies with individuals. In some, it is very strong; in others, weak. Often people

fail to take hold of their lives as they know they should because they fear the responsibility of making choices or being held by them. Such people make the childish mistake of attempting to avoid responsibility by avoiding action. Still others are so eager to please someone, perhaps a father or a mother, that they accept the unfulfilled desires of their parents as their own. They may even accept a plan for a life work, such as being a teacher or a lawyer, when the plan is not interesting to them. "Mother always wanted to teach" or "Father always wanted to practice law" is the explanation offered. Little or no satisfaction comes from such attempts to let other people carry your responsibility for building your life.

How shall you go about making your life? Perhaps the best way to start is to accept those things about yourself that you cannot change. You are born a girl or a boy, and thus a large part of the pattern of your life is set up for you. You have red hair or brown, blue eyes or hazel; and *that is that.* Do you remember James Whitcomb Riley's statement about the weather—

When the Lord sends rain
Why rain's my choice.

That is the spirit in which each of us should accept those personal characteristics that cannot be changed.

Next, look at yourself honestly and frankly—not just your physical self, but at the way your mind works, the way you behave in this group or that, and the kind of hopes and dreams you have. You may find it hard to figure out which is your real self. We are told that some of us have as many selves as there are groups of people about whom we care. If each of these selves has a lot in common with the others, it is not hard to plan and work to bring them into unity and thus become a whole person. If there are wide differences between what you are like in one group and what you are like in others, then you may find it hard to "get yourself together" so all of you seems to be going one way. You

are like a long column of small fractions rather than a round whole number. Your happiness today and tomorrow depends largely upon the extent to which you are a "whole person," with a strong sense of direction and a hearty enthusiasm for the path you have chosen. If you are able to be the same person with this group or that, day after day, you will shape your life toward unity, dependability, and trustworthiness.

Then you will need, also, to try to fill your life with the experiences that make it interesting and zestful. A well-known writer says on the matter of being a real person:

"This involves the whole process of healthful living, from holding great faiths about life's meaning to enjoying varied hobbies and recreations that diversify life's interests. Great convictions to live by, great resources to live from, the love of nature, the companionship of books, the nurture of friendship, the fine uses of play, the satisfaction of an unshamed conscience—such factors enter into a life that keeps its savor." [1]

Things to do

1 Write a paragraph describing your personal characteristics that you know you cannot change.
2 List ways in which you have seen a person change when he or she was with groups of friends or acquaintances who were sharply different.
3 Describe several hobbies that might make life meaningful and interesting.

5 *What are the father's responsibilities to his family?*

The father is the head of the house. He sits at the head of the table, of course, but his responsibilities as head are far more than this. They differ with each family and with the stage of the family's life.

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[1] Harry Emerson Fosdick, *On Being a Real Person.* Harper & Bros. New York, 1943. Pp. 208–209.

COURTESY H. ARMSTRONG ROBERTS

• The best hour of the day comes when Daddy is home and ready for fun.

A little boy just entering school was asked what his father did. After thinking a moment he replied, "He tends the furnace, shovels the walks, takes care of the car, and then goes to his store." Most people listing a father's responsibilities would put his wage-earning work first, for generally the father supports the family by his work. What he does as a farmer, a merchant, a mechanic, a teacher, or a lawyer brings in the income that provides the food, shelter, and clothing for the family group.

There is a certain strain about earning the living that is more difficult perhaps than the labor itself. The farmer must know what to plant and when and where, and also when to buy and sell, if his labors are to bring the money to buy the things his family needs. The merchant must know whether prices of articles he sells are going up or down, what people will want, and who may safely be allowed to have charge accounts. The automobile mechanic must know how to locate the parts of a car that are out of order and how to repair any car that may be brought to him.

Any occupation a father may follow presents many pr

COURTESY H. ARMSTRONG ROBERTS

• Father takes an interest in the work of the home and shares in the responsibility of keeping the house running smoothly.

lems. He has pleasant contacts and some that are not pleasant. He cannot always consider what he himself would like to do, but must think of what will be best for his family. The father shares with the mother in the plans for spending the family income. Working together, they decide whether the family shall own or rent its home, whether it shall have a new car or new furniture or save for the education of the children.

The father's influence on the speech, courtesy, and manners of the family is strong. If the father's speech is a strange mixture of oaths and "ain'ts," some of these will show in the children's talk. If he speaks with precision, this, too, will show in the children's manner of speech. If

the father is courteous and polite in his treatment of the family members, his influence in this will be far greater than many warnings, "Now be polite!"

Many fathers find great satisfaction in helping plan for the social and educational life of the family. Hours spent together reading aloud by the fireside, playing games, or hiking help the family know and enjoy each other more.

Fathers often help with the work of the home. This is more frequently one of father's responsibilities now than it was a couple of generations ago. Then there were maiden aunts, older sisters, and often employees to carry part of the home duties. Today relatives less frequently share in the home and fewer families have employees. When the working day has been shortened to seven or eight hours the father has more free time for helping than he did long ago. One of his responsibilities to the family may be the care of the furnace, the preparation of Sunday breakfast or supper, or any or all the jobs of "fixing" that a house requires. If there is a lawn or yard, its care is usually his.

There are other jobs which the father carries because he has a family and is interested in the community in which his family lives. These include helping with the Boy Scouts, serving on the school board, the city council, or the church board or being a member of various civic committees that work toward the good of the community and of the nation. And every father by voting, by sharing in the church, and by neighborliness helps make his town better for his family.

Things to do

1 Make a list of the occupations of the fathers of your friends. How many different ones do you find?

2 List the nonpaying community jobs that fathers and mothers undertake for community benefit. Have a committee put the lists together. How many are there in all?

3 Describe something which you enjoy doing with your father. Why do you enjoy it?

nursing is a responsibility mothers usually carry, except for serious illness that requires expert care.

In addition, many mothers have, in the past few years, shared in the wage earning for the family. Then, often, after the work in office, store, or plant is done, the mother tries to carry as much as she can of the usual homemaking responsibilities. In such case, if mother is not to be sadly overworked, the family members must help to lighten her load of home duties.

Mothers have always taken the major responsibility in caring for and guiding the children. The mother helps them become adjusted to this strange world; answers millions of questions; joins in their play; directs their reading and music; and keeps a thoughtful eye on their friends, manners, and speech. All this she must do without seeming bossy or keeping the children from being independent.

The mother, too, has responsibilities in the community. These may be much the same as those of the father. She may spend time in club work, in PTA activities, in church organizations, and in other community organizations. All in all, the mother is indeed a very busy person with many responsibilities, often heavy and difficult. And like the father, the mother has the civic responsibility of being an intelligent voter.

Things to do

1 Make a list of all the unusual responsibilities that your mother had during the past month. Did any of them cause difficult situations? How?

2 Assume the responsibility for answering the telephone and the door for a given time, such as Saturday or Sunday morning or afternoon. Note the number of calls made and the time required for each.

7 *What are the children's responsibilities in the family?*

The children, as well as the father and mother, have a responsibility for family living. On first thought this may

COURTESY H. ARMSTRONG ROBERTS; "DIETETICS AS A PROFESSION" PUBLISHED BY AMERICAN DIETETICS ASSOCIATION; "WOMAN'S HOME COMPANION" (BOTTOM PICTURES).

• Mothers may add to the family income in jobs such as these: top left, personnel worker; top right, hospital dietitian; bottom left, food editor; bottom right, fashion designer.

seem strange. You look at a toddler trying to step his way about the room. You wonder what his responsibility can be and how he can possibly carry it. You see some schoolgirl step out of her home where there are many jobs to be done and hear her call back, "Well, I don't want to help with the dishes tonight—tell Susie to do them." You wonder who ought to do the dishes and what the sister's attitude should be toward Susie. Of course the toddler cannot be held for sharing the dishwashing or earning money to support the family. We judge his conduct quite differently than we do that of his older sister. The responsibilities of children differ with their ages.

Both the toddler and the schoolgirl can help by lessening the amount of work to be done. If the toddler has learned to pick up his toys and put them on the cupboard shelf or back in the toy box, he is sharing in the responsibility of lessening the work of keeping the house in order. If the schoolgirl picks up her clothes from the bedroom floor when she dresses and undresses and if she cleans up the bathroom after using it, she is carrying her responsibility of helping keep the house in order.

As the children grow from toddlers to school age and then to adults, they have increasing responsibilities for the work of the home. Some of this will be most interesting, some will not. The children learn many things from both kinds of tasks. They find that skill reduces the time required for a task, that those who do not do their share are not popular, that there is satisfaction in doing a job well, and that working together counts. They learn the joy of doing something for someone they love and of being appreciated for what they have done.

The children's share in the work of the home varies with the age of the child—from the task of feeding the goldfish or the canary done by the four-year-old, to the difficult task of canning and preserving food for the year sometimes done by the schoolgirl, or the task of caring for the floors and woodwork assumed by a schoolboy.

Sometimes situations arise that make it necessary for the children to carry extra responsibilities in their family life. A mother's illness may throw the care of young children on the oldest daughter; a father's death may put the burden of family support on the high school son. Though fortunately Social Security now provides an income to an insured worker's widow and minor children until all the latter are 18. The sense of a great need in the family has brought to some children an acceptance of responsibility and an heroic willingness for continued unselfish effort.

There are certain responsibilities that come from sharing in a group that give its members assurance of affection and a feeling of worth and security. The children have an obligation to help not only by work but by attitudes and thoughts, so that the family will be "a going concern." There are certain customs, traditions, and ideals that are important to the family. The children have the responsibility of being loyal to these. Being members of the family, they have no right to act without considering the other members. They must understand and respect the desires, needs, and rights of the other family members.

Last but not least, the children have the responsibility of becoming worthy persons. Day by day they build themselves a little more this way or that way. They may become more patient, more kind, more self-controlled, and more generous—or just the opposite. The family wants the best for its children and is eager that each accept his responsibility to become a fine individual.

Things to do

1 Make a list of your responsibilities in your home.
2 Add other responsibilities that you could assume. How would it affect your family life if you took over these responsibilities?
3 Give examples of things children have no right to do without considering the other family members.
4 List the home responsibilities that should be assumed by a four-year-old child. A ten-year-old boy. A fourteen-year-old girl.

COURTESY H. ARMSTRONG ROBERTS

• A good family member is willing to share her thoughts, her enthusiasms, and her affections freely with the members of her family. Comradeship and courage are gifts of the young as well as of the old.

8 *How would you describe a good family member?*

If one is to be a good family member, one must be more than a good lawyer or teacher and more than a good person. One's wage-earning life may be very different from one's personal life or one's life in the family group. A man may be an able surgeon, lawyer, or contractor and may have a fine reputation in his occupation but still not be successful as a member of a family. A woman may be a brilliant teacher, a fine secretary, or a well-known clubwoman, and still fail to be a good mother. In case of failure as a family member, the meaning of much of the other success one may

have in life is lost. The person still misses happiness in daily living.

Because you are interested in a rounded life, satisfying at home as well as at work, you want to know what a successful family member is like. Perhaps the first item in your description of a good family member is that she have the capacity for loving people and appreciating things outside herself. She is willing to share her thoughts, her enthusiasms, and her affections freely with the members of her family. Feeling her own need for love, she will know that others, too, have this need.

The successful family member gives other family members appreciation and courage. She recognizes their worth and esteems them for it. She helps them by giving *generous* recognition of their desirable personal qualities and their efforts. A good family member appreciates the security her home offers and *adds* to it rather than *subtracts* from it. In her comradeship and her courage, other members feel a sense of new strength. Teasing, belittling, and annoying others makes them more shy and less secure, so such practices are on her "Don't" list.

A good family member is democratic. If you have never done so, look up the meanings of *autocratic* and *democratic.* By comparing the definitions, you will see why you would prefer to have democratic persons as members of your family group.

A democratic person will recognize the rights of others as well as her own; she will make no unreasonable demands on the other family members; and she will be willing to sacrifice for the good of the family. For her, "ours" will always be above "mine."

A good family member assumes her responsibilities cheerfully. She does not have to be driven or coaxed to carry her share of the work. She does her tasks without whining or pouting. There is something about cheerfulness that is conta-

gious, so the good cheer and the sense of pleasure in work spreads from her to her younger brothers and sisters and to her parents.

A good family member has respect for what is hers. She values the good name of the family, its standing in the community, and its traditions and ideals. The regard in which she holds her family does not mean that she will worship them, and talk about being "descended from the *Mayflower*." Rather, it means that she finds a certain challenge to her personal worth in the record of the long stretch of years during which members of her family have lived good lives and have served their communities, bringing regard to the family's name. The name may not appear in *Who's Who* nor in the registry of noblemen, but it may have records of achievement and stories of nobility that will make each person eager to bring added respect to the family of which she is a member.

Things to do

1 Choose a person whom you consider a good family member. Write a brief description of him or her.
2 Indicate how he or she measures up to the standards given in this problem.
3 List ways of showing that being a good family member helps us in our personal life. In our occupation.

Things to do at home

1 Decide what qualities you need to foster in yourself to become a better family member. Make a plan for your procedure and follow it for a given time. Check your results.
2 Decide what responsibilities you should take over to be a better family member. Assume these responsibilities and note the effect on you and others in your family.
3 Write a paragraph about a character in a book you have read or a movie you have seen whom you believe you would enjoy as a family member. Give reasons for your choice.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Home Problems by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Living With the Family by Hazel H. Price. Little, Brown and Company, Boston, 1942.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

Practical Problems in Home Life for Boys and Girls by Nora Talbot and Others. American Book Company, New York, 1936.

2 *The family's money*

LONG, LONG AGO there was no such thing as money. People bartered or traded what they had plenty of for what they lacked and needed. The man who was successful at trapping animals traded his skins for grain which someone else had harvested, and the man who had a dog or a pony he did not need traded it for shells to sew on his belt and feathers to decorate his headdress. Later, certain things that were desirable, scarce, uniform, and easily counted out and divided into parts came to be used in buying and selling. In this way, the use of money was begun. As you can see, trading was made much simpler by having money.

Many things have been used as money. In Burma, lead is used; in Siam, cowrie shells; in certain sections of Africa, beads; and as you know, the early settlers in this country used the wampum or shells that served the Indians as their money. We know best the money of our own country. We recognize the five- and ten-dollar bills, and we know well the one-dollar bill, the large round silver dollar, the half-dollar, the quarter, the dime, the nickel, and the copper cent. We know that money can be used to buy things we want and things we need. We know that sometimes there isn't enough for all our wants and needs. So we are interested in our family's money—where it comes from, how we use it, and what we get for it.

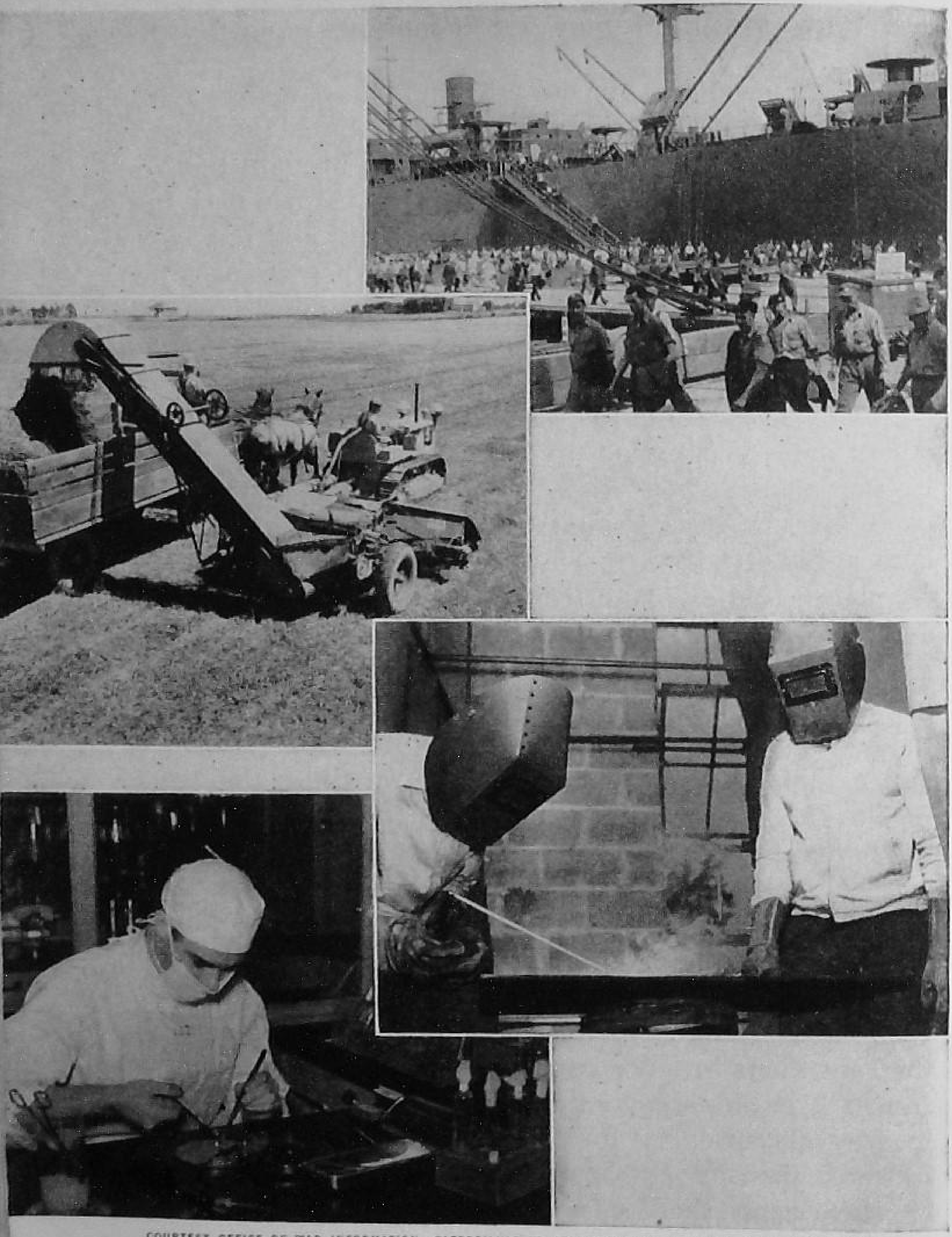
1 *Where does the family get its money?*

The fairy stories you read as a child told of many strange and wonderful ways, always easy, by which people got money. A rub or two of Aladdin's lamp brought him the riches of kings; a fish, grateful that it was thrown back into the sea, gave wealth to the kind fisherman; and the "good sister" found pieces of gold falling from her mouth when she spoke. In real life, there is no such easy way of getting money. In most cases, someone must work hard to get money for the family's needs. Usually the father is the family member who is the wage earner. He may follow any one of many occupations to earn money for his family. If we were to make a list of the occupations men follow in our community to earn money for their families, it would be long and varied. Doctors, lawyers, merchants, and teachers; engineers, chemists, and technicians; plumbers, mechanics, and factory workers; farmers, dairymen, and bus drivers—all might be included. Their salaries or wages differ widely.

Sometimes the money the father earns is not enough for the family's needs. Then the mother or one or more of the children may also work for wages and contribute their earnings to the family's money. If there are small children in the home, the mother is needed at home so badly that her employment outside is not wise if other provisions can be made. In some homes, the full-time or part-time employment of the mother serves to increase the money available for family needs.

Some families have invested money which was earned by their members in other years—or perhaps money inherited from the grandparents or other relatives—in land, buildings, or other property for which rent is received. The rent collected then becomes part of the family's money. Some families invest their savings in stocks and bonds which bring an annual return in cash. Such returns, like rent, serve to increase the amount of money the family receives.

The sale of goods produced by the family is also a source



COURTESY OFFICE OF WAR INFORMATION, CATERPILLAR TRACTOR COMPANY, U. S. PUBLIC HEALTH SERVICE

• The family income may come from many fields of work. The father may work in the shipyards, on a farm, in a laboratory, or in a factory.

of money for it. Most farm families find this the main source of their money. The goods raised may be corn, cotton, turnips, tomatoes, pigs, or pecans. It may have required the work of the father alone, or the work of father, mother, and children. The money return for crops raised is not always a fair return for the labor spent. Droughts, floods, or an oversupply of the product raised may all affect the money the family receives for the goods it raises. Many families raise food for their own use. No money is received for this, but it means less money need be spent. This frees money for other purposes so that the family's money is really increased by home production of green vegetables, chickens, and milk. The regular work of the home also in effect stretches the family's money. The mother's daily work, such as food preparation, house care, and sewing, add to the family's living as much as does the average money income of a wage earner.

Salary or wages; rents and returns on investments; crops and animals sold; food raised for home use; and home production, such as the canning, quick-freezing, and baking of foods and the making of clothing, are sources of the family's money in cash or its equivalent.

Things to do

1 Select ten or twelve of your friends and list the occupations of their fathers and those of the mothers, if employed. How many have the same occupation? How many different occupations are listed?

2 Write down sources of your family's money. How many sources do you have? How many persons in your family help earn the family's money? How does your family compare with other families in these items?

3 Explain why two families whose fathers have the same salary or wages do not always have the same amount of money.

4 Name ways by which children can add to the family's money. To home production. How do these ways of adding to the family income differ for farm children and for city children?

2 *For what is the family's money spent?*

For what is the family's money spent? If you were to ask your mother this question she might reply, as she offered you a freshly baked cookie and a glass of milk, "Much of it must go for *food*." Perhaps she might tell you that the amount spent for food for each person in your family averaged forty cents or sixty cents each day. If you checked the food that your family purchased during the past week, you would see that much of the family's money was spent for food.

Money must be spent for *housing*. If the family does not own the house or apartment in which it lives, part of its money must be paid out in rent. If the family owns its home, part of the money must go to pay taxes on the property and to keep it in repair. As much as fifteen to twenty per cent of every dollar of the money belonging to the average American family often goes for housing.

Part of the family's money must go for *clothing*. It is hard to say just what share clothing will take. So much depends upon the interests and habits of the family and upon the location of the home. Usually, if the family's money is not enough to go around to all its needs and wants, the members try to spend less on clothing than they had first expected.

The expenses of *household maintenance* take part of the family's money. Under this head we would list the expense of light and heat for the house, fuel for the cook stove, ice or electricity for the refrigerator, laundry and maintenance of equipment and supplies for cleaning the house and for personal toilet use. These expenses vary with families. Carelessness may make these costs so large that they take money that might yield more satisfaction spent in some other way.

The *automobile* requires some of the family's money. The amount depends upon the kind of car, its age and condition, and the extent to which it is used—which in turn

may depend on legal limitations or restrictions. Gasoline, oil, tires, and repairs all must be paid for from the family's money. It is very easy for the auto to take more than its rightful share; other transportation costs also will need to be met.

Every family spends money on *health, recreation,* and *education.* Expenses for health include such items as straightening teeth, operations, inoculations, vaccinations, annual health examinations, physician's calls and prescriptions when necessary. Expenses for recreation include the cost of the family vacation, money spent for picture shows, for memberships in organizations, and for other means for family fun. Money spent for education will be greater in some families than it is in others. It may cover only the cost of schoolbooks, pencil and paper, and music lessons for the schoolgirl; it may cover the expenses for education in college or in a professional school, or for other advanced specialized training.

Some of the family's money is spent to support the *church,* the *Community Chest,* the *Red Cross,* and the *National War Fund.*

Money is also needed for *personal expenses* which some families provide as allowances to cover definite needs of each member.

Some money will be set aside for *savings.* Money may be saved to provide life insurance, to buy a home, to provide for the education of children, or to assure income in old age or in the event of the wage earner's death. Also, some money must go for *taxes* to support the city, state, and federal governments. The amount spent in taxes mounts to new high levels when the country is at war. The cost of raising and maintaining armed forces for our protection and of supplying materials to our allies must all be met by increased taxes and by putting savings into war bonds. Workers also pay social security taxes to provide unemployment benefits, old age benefits, and survivors' benefits for their widows and minor children.

Things to do

1 Talk with your parents and find out how much your family spent last month for different items, such as shelter, food, clothing, automobile, and recreation. For what items was the most money spent?
2 Give examples of differences in family spending.
3 Name the expenditures of your family that you would list as operating expenses.
4 List the various kinds of taxes paid by your family this year. What part of the income did the total taxes take?

3 *What influences the family's spending?*

We have seen that the family's money goes to provide food, shelter, and clothing for the family members; to cover the operating expenses of the household; to provide for the health, recreation, and education of family members; to support the church or other organizations in which the family is interested; and for savings. Now we are interested to find out what influences the family's spending among these items. Why does one family spend much for shelter and little for education, and another spend little for shelter and much for education?

Perhaps the first thing that influences the family's spending is the amount of money it has to spend. If the amount is too small to provide for all the family's needs, then some of these will receive little. If there is only enough money for actual needs, the family cannot live in a large house and wear expensive clothing. Its spending must be simple. If the amount of money will provide liberally for all the family's needs, then the spending will be freer. But war will curb everyone's spending.

The size of the family, the age of its members, and the state of their health influence the family's spending. The size of the family directly affects its spending. If there are six people to be supported on $100 per month, more money must be spent for food, shelter, and clothing than would be

necessary if there were only three in the family. When more money is spent for food, shelter, and clothing, less remains for education, recreation, health, and savings.

The age of the family members affects the family spending more than is usually realized. It costs much more to feed, clothe, educate, and provide recreation for a schoolgirl or schoolboy than it does to meet the same needs for a two-year-old child or an aged grandmother. If a family of five has three members in high school or college, it may find it difficult to make any saving during the years of their going to school.

The state of health of the family members also influences the family's spending. If one member has a sudden illness requiring an operation, the cost may be so great as to limit all other spending of the family for some time. In some families, some member, perhaps the mother or father, suffers from a long illness which requires frequent attention from a physician and possibly expensive treatments. The family's spending is influenced by this situation. The other members cheerfully trim their own wants to provide for the needs of the person dear to them.

The family's standard of living influences its spending. If, in peacetime, the family takes it for granted that a vacation trip for all is to be expected; that the family car should be traded in each year; that the house should have new furniture frequently to bring it "up to the minute," its scale of living may lead to extravagance and overspending. If a family's standard of living is simple and sensible, the family spending will be simple and sensible.

Of course, the ideals and interests of the family and the activities it enjoys influence its spending. If the family members enjoy music and books, they try to see that these are bought. If they enjoy gardening, they want money spent for bulbs, plants, and seeds. If they are interested in antiques, some money is spent for things that another family would regard as "rubbish." If the family is interested in community organizations, money will be spent to sup-

port the Camp Fire Girls, the Boy Scouts, the church, the community library, and other organizations important in good community life. We will spend money to obtain those things which we believe to be important to a good life.

Family spending is also influenced by the spending habits of friends and acquaintances. You may have said to your mother, "Well, I don't care, *all* the other girls have new party dresses (or something else) and I think I should too!" Such a demand shows what effect the spending habits of others can have on the way your family spends its money. If we stop to consider matters thoughtfully, we prefer to have what is best for *our* family determine our spending habits.

Things to do

1. In one column write three things that your family has purchased during the past week or month. In another, write the reasons why each purchase was made. Compare these reasons to see what influenced your family to purchase these things.
2. Give examples that show the extent to which you or your family may or may not be influenced by others in your spending.
3. Describe an incident that shows the meaning of the saying "Money burns her fingers."

4 *Why should the family plan its spending?*

Perhaps as you read the question above you are thinking, "We don't have to plan to spend! Spending is *easy*. Saving is what takes planning." If spending were just getting rid of money, surely that could be done without any planning or effort. There is something more than this to the family's spending. There are several people in the family to be supported. The money must serve the real needs of the family and not just the passing whims of one or two members. Wise spending requires planning. If all needs are to be met as well as possible from the money to be had, they must be considered before any of the money is spent.

COURTESY CONTINENTAL ILLINOIS BANK AND TRUST COMPANY

• Today great banks all over the country help in our system of using money as a token for goods. Families find the services of banks of great value in keeping their money safe and in making the necessary transfer of money for payment of bills. Canceled checks serve as receipts for bills paid and also as records of expenditures made. It is important that we know where the family's money comes from, how we use it, and what we get for it. Family planning helps keep the spending balanced.

Making plans for the family's spending is like studying road maps before we take a peacetime trip. We would find out the direction to travel, the distances to be covered, the road markings to follow, any detours to be made, and then we would make our plan for the trip based on our study of the map. So the family plans its spending for the year. It wishes to provide for all its members, pay its bills, and have something saved for education, old age, or a home. It must be sure to follow markers that will keep all its members well fed, adequately clothed, comfortably housed, with necessary attention to health, recreation, and education. A long illness or the loss of the home through fire, foreclosure, or cyclone is like a bad detour. It upsets the schedule for the trip and causes many changes in the plans of the group. Planning makes sure that everything has been considered fully and even some provision made for an emergency.

Family planning helps to keep the spending balanced. If the amount to be spent for the various needs is left to chance, it is quite possible that so much will be spent for one need or want that there will not be enough for other needs. For example, one family wanted, and thought it needed, a number of pieces of furniture and equipment, and made the purchase on the installment plan. When the monthly payments proved difficult to manage, the family members sat down and figured up the family spending. They found that the provisions they had made for their needs were not balanced. After the food and rent bills were paid, all that was left had to go to pay for the new equipment. Had they planned *before* instead of *after* the purchase was made, they might have saved themselves trouble.

You may have heard one family member say, "Well, she gets everything and I get nothing!" Sometimes it is true that some one person gets far more than his or her share. This usually happens when there is no planning and the loudest speaker wins. If the family plans its spending, the needs of all members are studied and a fair division can result.

Family planning places the responsibility on the whole group. It is not the fault of one person but the fault of all if the spending does not bring the satisfaction expected. Concern with getting your money's worth out of services and things you buy becomes more real if you share the responsibility for the purchases.

A better understanding of family finances comes through family planning. Most of us know many, many things we want. If we help in the family planning, we also know just what money the family receives that may go for all the wants and needs of all its members. One girl who shared for the first time in the family planning said, after there was a discussion of family needs and money, "But where is the rest of our money—to do with what we please?" When she found that there was no special source for extra money, she was at first disappointed. We all find it hard to give up our belief in fairies and *easy money*. Helping plan the family's spending helps us to grow and to understand that all family spending is for our benefit, too.

Family planning makes for working together with satisfaction on the part of the family members. If we understand what the situation is, we are interested in helping. We are eager to work together. The money problems are not "father's and mother's," but the whole family's, and their solution gives satisfaction to all the members.

Family planning helps bring about the growth and development of the family members. Do you see how this can be? The five-year-old who shares in one of the planning sessions may understand far less than does the thirteen-year-old, but he learns that his family works together, that its members are thoughtful in their consideration of problems, and that they willingly adjust for the good of all. The thirteen-year-old may understand far less than her parents do about the whole matter of family finances, but her understanding is far greater than that of her five-year-old brother. She has learned the difficult lesson that if you have four apples and eat two, you then have only two ap-

ples. She has developed her interest in the group. By being willing to share, she has gained a sense of values through sharing in the family's plans for its spending.

Things to do

1 List the things that have been purchased by your family recently that would not have been purchased if plans had been made before.

2 Make a plan for buying a refrigerator, a chair, groceries, or a dress.

3 Write a paragraph showing how a child may have a part in helping in the plans for family spending.

5 *How shall the family plan its spending?*

If the family is to plan its spending, a time should be set for the planning conference when all the members can be together. The planning is so important to family success that sharing in the planning should be placed above any personal plans or interests, such as a picture show or skating party.

If everyone remembers that the goal is to provide for family needs and get the most satisfaction possible from the money spent, then the planning seems very important to each one. Planning for spending is so interesting and profitable that no one could regard it as a chore. However, as in other things, it becomes more interesting as we understand how to proceed. Knowledge and practice are necessary for skill.

The first point which the family will discuss will be "How much money will our family have to spend this year?" You will recall that the family's cash money came from earnings of the father, and perhaps other members; rents and dividends; and food produced at home. The money received from each of these sources last year will show what may be expected for the coming year. Perhaps the report on the family's money for the past year would look like this:

Father's salary	$1200.00
Rent from land	200.00
Poultry and garden	100.00
	$1500.00

Or it might look like this:

Father's salary	$2400.00
Rent from a house	400.00
Music lessons given by mother	200.00
	$3000.00

In either case the family will consider its needs, and the amount of money which will probably be necessary for each. Questions which the family will answer will be similar to the following: What did we spend for food last year? What did our rent cost us? What did we spend for clothes? What did we spend for the car? What did Junior's saxophone lessons cost? What did we spend for fuel, laundry, and electricity? What should we allow for a vacation? How much shall we save in war bonds and in other forms?

After the first estimates are made, some member of the family may say, "Well, Jane must have her teeth straightened." Junior may say, "Well, I don't need to take music any longer." Perhaps mother may agree, saying "Well, Father must have a new overcoat." So the planning would go. It may be found necessary to reduce expenditures for certain things in order to provide for others. Certain expenses, such as food and rent, are difficult to reduce, so the planning for spending becomes an exciting game.

Here are steps which, if taken, will aid the family on a regular and certain income to set up a workable plan for its money management based on its needs:

1. List the income from all sources during the period for which the plan is to be made.
2. Add, to find the total income.
3. Deduct all taxes.
4. Subtract the amount of any debts to be paid.
5. Set aside the amount to be saved.

6. List the necessary items as *food, housing, household maintenance, clothing, education,* and other headings, with approximate allowances.
7. List the desired items with approximate allowances.
8. Total the estimated allowances.
9. Compare income, savings, and estimated allowances.
10. Make necessary adjustments.

A blank something like the one on page 43 will be useful in following the steps through.

Things to do

1 Plan the spending for a family of five with an income of $1200. Of $800, plus home-produced food worth $500. Of $1800.

2 Suggest ways in which your family could improve its spending.

3 Write a paragraph, telling an incident that shows poor money management; another, showing good money management.

6 *What responsibility does each member have for the family's spending?*

If we turn the pages of a newspaper to the personal section of the classified advertisements, we may find a brief statement: "To whom it may concern: I will not be responsible after this date for any debts other than those of my own making.—Sam Jones." Such a statement usually shows that the family is not happy and may indicate that money matters are the cause. It also shows that the husband is held responsible for the debts of his wife unless he announces to the world that he no longer accepts that responsibility. He is legally responsible for necessities required by his children who are young, and he cannot free himself from that responsibility by published statements.

The other members of the family are not *legally* responsible; however, they should share with the father certain responsibilities for family spending. Each member who shares in the planning has the responsibility of planning wisely and well. It is *his* quite as much as the *family's* plan.

Hmb

Plan for Family Spending

	Monthly	Yearly	Total Income
Income			
Salary or wages			
Other sources			
Expenditures			
Taxes			
Debts			
Food			
Housing			
Household Maintenance			
Fuel			
Light			
Water			
Ice			
Telephone			
Replacement and repair			
Household and cleaning supplies			
Service			
Correspondence			
Clothing			
Health			
Furnishings and equipment			
Transportation			
Family car			
Other			
Development			
Education			
Entertainment			
Recreation			
Flowers and plants			
Books, newspapers, and magazines			
Community obligations			
Church			
Other			
Gifts			
Organization dues			
Personal			
			Total Expenditures .....
Savings			
Savings Account			
Government Bonds and Stamps			
Insurance			
Investments			
Other			
			Total Savings ...
			Margin ...
			Total .....

Each member has the responsibility of helping the family to live within the plan. We have had enough experience with teamwork to know that one person who will not pull with the others can cause the team to lose the game. One family member who will not be responsible may cause the family to spend far more than the plan provided. Perhaps we can give several examples of this. The son or daughter may wreck the family car through careless driving. To provide the money necessary to replace it, all saving must be stopped for the year; sister's music lessons must be given up; perhaps the clothing purchases may have to be much less. Often the family members who fail to live within the family income have less drama in their failures than there would be in a car wreck. They simply spend *a little more here and a little more there* than the plan provided. Of course, they are failing to carry their responsibilities too. The success of a spending plan depends quite as much on day-by-day efforts to make the plan work as it does on avoiding some large act that will surely make the plan fail. Some of us find it easy not to wreck cars or burn down garages or become mixed up in an accident suit. We may find it hard to keep faith with the spending plan in the many little happenings of every day. Both are our responsibilities.

Each member is responsible for making needed adjustments in the spending plan. Sometimes the father of the family may be out of work for a month, and the money the family has to spend is far less than was expected when the plans were made. Sometimes an emergency arises which must be met. In such cases, adjustments are necessary. These cannot be made by any one or two members alone. They should be shared by all the family's members.

Each member has the responsibility of seeing his own needs in their true relation to the needs of other family members. Babies and little children think only of themselves. They think what they want is the most important thing. As we grow and share in family living we should

come to see ourselves as one, not as *the one*. If we can do this, we can meet our responsibility to be fair in family planning.

Each member should accept the family plan in a helpful and happy spirit. If we are honest in our thinking, this should be easy. We will see that the plan is a statement much like $2 + 2 = 4$.

If we can accept the spending plan our family makes in a happy spirit, without soreness of heart, perhaps we will learn to face the rest of Life's arithmetic in the same way!

Things to do

1 List ways in which you can help your family improve its spending plan.

2 Give an example of a family member spending more than her share of the income.

3 Explain how money matters may bring unhappiness to the family. Can you give examples of this?

7 How shall we plan our personal spending?

Personal spending is something which we all do. We may spend our money for a malted milk or an orangeade; for a ticket to the music recital or the ball game; for a book or a picture show; for a postage stamp or a phone call. Perhaps not a day goes by without our doing some personal spending.

We get money that is ours for personal spending in one of three ways. We may *coax* it out of our parents: "Please, will you give me a dime?" There is a sort of a gamble in this way of getting money, because their mood may not be "right," the thing we wish to buy may seem silly to them, and therefore the money may not come forth; furthermore, the money may be needed so much for other expenses that our requests are not taken seriously. We may have an *allowance*. In some families, the family spending plan provides that each child has a definite sum each week, the sum

becoming larger as the child grows older. This plan gives the girl or boy a feeling of assurance about what she or he can count on. We may *work* to earn money. Many schoolgirls "tend babies," read aloud to invalids, or run errands to earn their spending money. Usually their chances for work are much alike from week to week, so they know how much to count on. Of these three ways, perhaps having to ask or coax is the least satisfactory, since it is hard to know what you will get.

The usual personal spending of schoolgirls includes the purchases of school supplies; "treats," such as candy, popcorn, ice cream, and sodas; recreation, including school parties and picture shows; hose, handkerchiefs, and other accessories; and gifts. If our personal spending is to be wise, it should be planned. You recall that when we discussed the family's plan for spending we considered, first, what money there was to spend, and next, what things we needed to buy. We should do the same in planning our personal spending. If we plan well, our money will cover our needs for the week or month for which it is allowed. The girl who is "rich" for two days and out of funds for five has many bad moments. We have no desire to be in her shoes, so planning our spending seems a good idea.

Following the plan is as important in personal spending as it is in family spending. There will be many times when we will be tempted to forget the plan, but if we can follow it through, we will have more satisfaction in the end.

Setting aside small amounts regularly to create a larger fund enables us to satisfy some desire that takes a sum of money larger than our allowance. Perhaps we want a radio for our room, a bicycle, or a dressing table. It is really fun to save toward such a goal, and after the first week or two, keeping aside some part of our money for the purchase will not seem at all hard. We will have established the habit of saving. We will also have developed our ability to defer our satisfaction which is very important in growing up. We will also want to save as an expression of patriotism.

If we make a plan for our personal spending for a month, it might look something like Jane's spending plan:

Jane's Spending Plan for One Month

Allowance	$3.00
Expenditures	
Socks, 3 pairs	$1.50
Pencils	.10
Paper	.10
Class dues	.10
Comb	.10
Saving for the purchase of a war bond	.25
Church collection	.20
Movies	.50
Popcorn	.05
Candy	.10
	$3.00

If we could plan to give our socks such care that they would last longer, we could have money free to spend for something else.

Our personal spending has been wisely planned if it has met our needs, has given us satisfaction, and has contributed to our growth and development. What we learn in managing our personal spending will help us to be wiser in family spending. What we learn in planning family spending should help us to do a better job in our personal spending. In each case, the problem is to get the most satisfaction possible out of the money. Keeping an account of the money we spend will help us form better spending habits.

Things to do

1 Plan your own expenditures for one month.
2 List expenditures that you made last month that were wise; list those that were not wise.
3 Explain why certain purchases were not wise.

Things to do at home

1 Plan your own expenditures for each month and follow the plan. Enter in an account book the items of spending as they take place and compare your actual spending with the plan you had made. Include in your items what is spent for you—for example, the purchase of a dress—as well as the money you handle personally. Total your outgo each week or oftener.

2 Help in the family planning of family expenditures.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Home Problems by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Living With the Family by Hazel H. Price. Little, Brown and Company, Boston, 1942.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

Practical Problems in Home Life for Boys and Girls by Nora Talbot and Others. American Book Company, New York, 1936.

3

The food we eat

THE FOOD you and I eat seems to us "right and proper." We accept orange juice, cereal, egg, milk, and toast as a matter-of-course breakfast. Perhaps we never stop to think that only a small part of the people of this world eat a breakfast just like this. The Eskimo in the cold North has for his breakfast caribou meat and seal or salmon. The French child enjoys a breakfast of hot milk, slightly colored and flavored with a mixture of coffee and chicory. A Chinese boy likes a large bowl of rice, eaten without cream, sugar, or butter. In faraway Africa, the dark-skinned son of a native tribe devours his roast sweet potato and lump of sheep fat. Although the nature of the food may vary, the people of each nation try to have a nourishing, balanced diet.

If the maps in our geography pictured the food habits of the people as they do the stretches of their lands, we would find in no two countries exactly the same foods used. Some of the foods we regard as delicacies might not be liked at all or even known in many countries. There might also be some foods in other countries which to us would seem not good to eat. Snails, bird's-nest soup, shark fins, locusts, and fried snake are some of the foods we might not think of eating, although many people like them. Why are there such great differences in the food habits of different countries? Food habits are influenced much by what the people of a land have always done and by the general standards of living. Also, people tend to eat those foods which they can get easily.

COURTESY H. J. HEINZ CO.

• Important to us all is the modern grocery store, spotlessly clean and neatly arranged for our convenience in shopping. Notice the canned and packaged foods, and the frozen-food container—all attractive and pleasing.

1 *Where do we get our food?*

A small boy was asked not long ago where his food came from. He replied, "Mr. Smith's grocery store." When questioned further he added, "Our garden and cellar." This seemed to be all he knew about the source of his food. Of course the grocery store and the home garden are important in obtaining food, and the cellar in storing it. However, there is much more to the answer than just going to the store, garden, or cellar.

Plants and animals are our chief sources of foods. With

the exception of table salt and water, all our food comes from these sources. Plants used as food include vegetables, fruits, and grains; and the part we eat varies. It may be the bulb, root, tuber, stem, leaf, flower, fruit, or seed.

A grouping of some common plant foods according to the part used is as follows:

Bulb	*Root*	*Tuber*	*Stem*
Onion	Carrot	Irish Potato	Asparagus
Garlic	Turnip		Celery
	Beet		Rhubarb

Leaf	*Flower*	*Fruit*	*Seed*
Spinach	Cauliflower	Tomato	Corn
Lettuce	Broccoli	Squash	Peas
Cabbage	French Artichoke	Peach	Wheat
Mustard Greens		Banana	

Animals used chiefly for food are cattle, sheep, hogs, poultry, and fish. In some places even today elk, deer, bear, opossum, birds, and rabbits are common foods. The early pioneers depended largely for their food upon such game. Certain products which make up a large part of our diet are also included among the food from animal sources. These are milk, cream, cheese, butter, eggs, and lard. In almost any meal, two or more of these foods are used.

Early in man's development he depended for his food upon wild animals and plants that grew near by. He gathered wild rice from the swamps, robbed birds' nests of their eggs, and killed the deer with his crude axe. Later, he planted grain and, although he journeyed far during its growth, he returned later to harvest the ripened grain. Next he began the raising of animals for work and for food. Efforts to improve the wild plants and animals above their wild state were made early and have continued through the centuries to the present time. In only a few isolated places, such as may be found in the Arctic regions and the South Sea Islands, are wild plants and wild animals any longer an

important source of food. Planning the production of food, producing it, curing and storing it for future use, and transporting it from one place to another are now a regular part of our daily living.

At one time in this country each family produced nearly all its own food, buying only such things as salt, coffee, and tea. This is no longer the case, not even on farms. Now a farm or a given region produces chiefly those foods which will grow best there. Because of this, certain sections supply the market with certain foods only.

The foods produced in any section tend to be eaten by the people living there. People on the seacoast eat much fish, people in the western grazing states eat much lamb, and those in California and Florida use many citrus fruits and green vegetables. However, foods from other places are being used more and more. Orange juice has become a part of the American breakfast everywhere. Many a small inland-town café boasts of the seafood it serves. Modern methods of transportation and communication have enabled us to have foods from everywhere delivered quickly and safely.

There are many interesting food stories in the long freight trains that puff across the country and in the large trucks that hum along our highways. These stories may also be found in the ships that sail the seas. Because of progress in keeping foods cold and safe, apples, oranges, lettuce, cream, and other perishable foods may be shipped over long distances and be kept in good condition.

Some foods are not grown in our own country and must be obtained from far-off lands. Among these foods are spices, coffee, tea, cocoa, and tapioca. If you check your day's food you will probably be surprised to find how many regions and countries are represented.

Things to do

1 Recall the foods that you ate yesterday. Arrange these in two groups—those produced all or in part by your family and those

purchased at the store or elsewhere. Compare the two lists.

2 Using the list of foods purchased at the store, write by the name of each food the state or country from which the food came. How many different places are represented?

3 Check the foods that you listed as produced in your state that were from your own community.

4 Name the foods for which the following states and countries are known: Florida, Montana, Kansas, California, Michigan, New York, Washington, Guatemala, Brazil, Persia, Italy, Spain, Colorado, and Louisiana. Why have we been using more locally-produced foods recently?

2 *Why do we need food?*

Perhaps sometime the call to supper or dinner came when you were at an exciting point in an interesting game or story. What you were doing seemed much more important than such an ordinary thing as eating. You may have said, "Oh, I don't want any dinner," and when further urged by your mother, you may have added, "—and I don't need any." Whether you knew it or not, your body did need the food.

Because you are alive you have certain food needs. Only when you stop living will you stop needing food. Being alive means "being in a state of activity." The activities connected with being alive are many. Boys and girls walk, run, jump, lift, push, play, and work. Their whole bodies seem to be in motion. When they stop, panting for breath, to throw themselves down on a couch for a rest there is still motion in their bodies. Their chests rise and fall while they are breathing, the blood pulses through their bodies, and many slight movements of the body may be noted. The body needs food that will provide sufficient fuel for all this motion. The more motion there is, the more fuel is needed; just as the more miles a car is driven, the more gasoline is required.

The body does other work that requires fuel. The digestion and absorption of food, the circulation of the

blood, and the maintaining of the normal body temperature are some of the examples.

The body is constantly growing both in height and in weight, from its beginning as a tiny cell until it is full grown. This growth period includes about the first twenty-five years of life. At certain periods the rate of growth is more rapid than at others. The infant doubles his weight on or before six months and trebles it by twelve months. At two years he is said to be one-half as tall as he will be when he is grown up. Food is needed for this increase of body tissue and for the energy required for the growing.

The body must keep itself in repair and good condition throughout life. Even when one's growing is over, there is still a need for food for repair and upkeep if the body is to be in good condition. So thoroughly, constantly, and easily is this work done that we are scarcely aware that it is going on.

Food has another use in the body: that of regulating many of its activities, such as the rate and kind of growth, the digestion of food, and the elimination of body wastes.

Food helps to protect the body and keep it in good condition. Certain foods aid in protecting against colds and other infections, and certain ones help prevent the decay of teeth. Some help keep the nervous system in good condition, and others prevent rickets. Good health is the body's best protection against disease. Good food is necessary for good health.

Food may also give us pleasure and enjoyment, in addition to meeting our body's needs. The eating of food together, with the accompanying exchange of ideas and companionship, may add to the satisfaction of daily living.

Things to do

1 Plan how you would answer a third-grader who said she did not need to eat lunch or dinner.

2 Write a paragraph showing our need of food by comparing our body with some other thing.

3 What foods meet the body's needs?

Perhaps at some time or other you have wondered over the strangeness of food's being changed into human bone and muscle. You may even have chuckled with the poet over his rhyme "Miss T."—which you recall goes thus:

It's a very odd thing—
  As odd as can be—
That whatever Miss T. eats
  Turns into Miss T.;
Porridge and apples,
  Mince, muffins, and mutton,
Jam, junket, jumbles—
  Not a rap, not a button
It matters; the moment
  They're out of her plate—
Though shared by Miss Butcher
  And sour Mr. Bate—
Tiny and cheerful,
  And neat as can be;
Whatever Miss T. eats
  Turns into Miss T.[1]

Already we have found that our body has certain food needs. Now we wish to know what foods we should eat to meet these needs. We turn to the foods used by man the world over and find the list so long and varied that the study of the value of each separate food seems almost impossible. A grouping or classification that will list like foods with like makes easier the choice of the foods needed to balance our diets.

In most of such groupings, there are few foods that belong in only one class. A food is placed in a group because it is especially rich in a given substance; thus it may be listed in more than one class.

[1] Walter de la Mare, "Miss T.," *Peacock Pie*. Henry Holt & Co., New York.

COURTESY KRAFT CHEESE COMPANY

• Fruits and vegetables make possible a wide variety in our meals and help supply the basic-seven foods.

A common grouping is based on the source of the food, such as plant and animal. These two main groups may be further divided—the plant foods into vegetables, cereals, nuts, and fruit; and the animal foods into meat, fish, milk, eggs, and cheese. Foods are also grouped according to their function as *go, grow* or building, and *regulating and protective* foods.

Because the body needs energy, go foods must be supplied. Potatoes, wheat, oats, butter, lard, and sugar are some of the go foods. All of these are high in their energy-yielding or go qualities. This is because they are especially rich in starch, sugar, or fat.

The building and repair of body tissue requires a different type of food than is needed for the production of energy. Foods that meet this need of the body are the grow or building foods. Foods of this type are milk, cheese, dried peas and beans, nuts, fish, eggs, meat, and liver. Most of these foods are also rich in the *go* quality, but so important is the grow function that we consider them as grow foods rather than as go foods.

COURTESY SEALTEST LABORATORY KITCHEN

• The basic-seven foods are well represented here.

Foods rich in minerals and vitamins are high in the properties of regulation and protection. Minerals and vitamins regulate body processes, stimulate growth, protect against certain diseases, and keep the tissues in good condition. Many of the minerals needed for the regulation and protection of the body are also essential for the building and repair of body tissue. Though minerals and vitamins are found in a wide variety of foods, among those rich in minerals and vitamins are vegetables, fruit, meat, eggs, whole grain cereals, and dried peas and beans. It is now possible to add to foods certain lacking but needed minerals and vitamins. Foods so treated are known as *enriched, restored,* or *fortified* products.

Water is one of the body's most important and essential foods. Sometimes we forget this fact and fail to list it as a food. Water is a grow or body building food and also a regulating and protective one.

The body requires a certain amount of bulk, including roughage. This is the part of the food that the body does not digest. Bulk is needed for regulation and stimulation of certain body processes and should not be omitted in the

food of the normal person. Foods high in this quality are the leaf vegetables, whole grains and seeds, raw fruits, and potatoes with skins.

The following list classifies some of the common foods according to their principal food values:

Go foods: Starches—potatoes, sweet potatoes, wheat, oats, corn, rice, barley
Sugars—sugar, honey, sirup
Fats—butter, cream, lard, peanut butter, cottonseed oil

Grow foods: Cheese, meat, eggs, fish, poultry, dried beans and peas, nuts, peanut butter, liver, milk, water (All but the last two of these foods are also go foods.)

Regulating and protective foods: Minerals—Milk, cheese, lean meat, clams, oysters, liver, fish, poultry, egg yolk, dried beans and peas, dandelion and mustard greens, celery, cabbage, seaweeds
Vitamins—Milk, cheese, eggs, chicken, lean meat, pork, liver, kidney, heart, dried beans and peas, fish-liver oils, butter, cream, yellow and green vegetables, leaf vegetables, tomatoes, cabbage, citrus fruits, cantaloupe, whole grain cereals, wheat germ, yeast
Water

Things to do

1 Arrange other foods you know according to go, grow, and regulating and protective foods. Include more examples of each group than are given in this problem.

2 Make a similiar grouping of the foods that you ate yesterday. Were any group or groups omitted in your foods for the day?

3 Using the two lists of foods made in Exercise 2, check once those foods that are in two or more groups, check twice those foods that are in three or more groups. Which foods appear especially valuable? Why?

4 What foods shall we eat daily?

A person's food requirements should be considered in terms of the needs for the day. If we are to meet our needs properly, we must know what foods we should eat daily. These are often called the "must-have" foods.

All classes of foods should be represented in the day's diet; that is, go, grow, and regulating and protective foods should all be included in the food of the day.

To aid us in eating the right foods, the "must-have" foods have been arranged into what is called the basic-seven food groups. Each day we should have each of the seven groups represented in our diet. When these foods are included we may eat other foods as we desire.

The basic-seven grouping of our foods is thus:

Group I Green and yellow vegetables (raw, cooked, frozen, or canned)

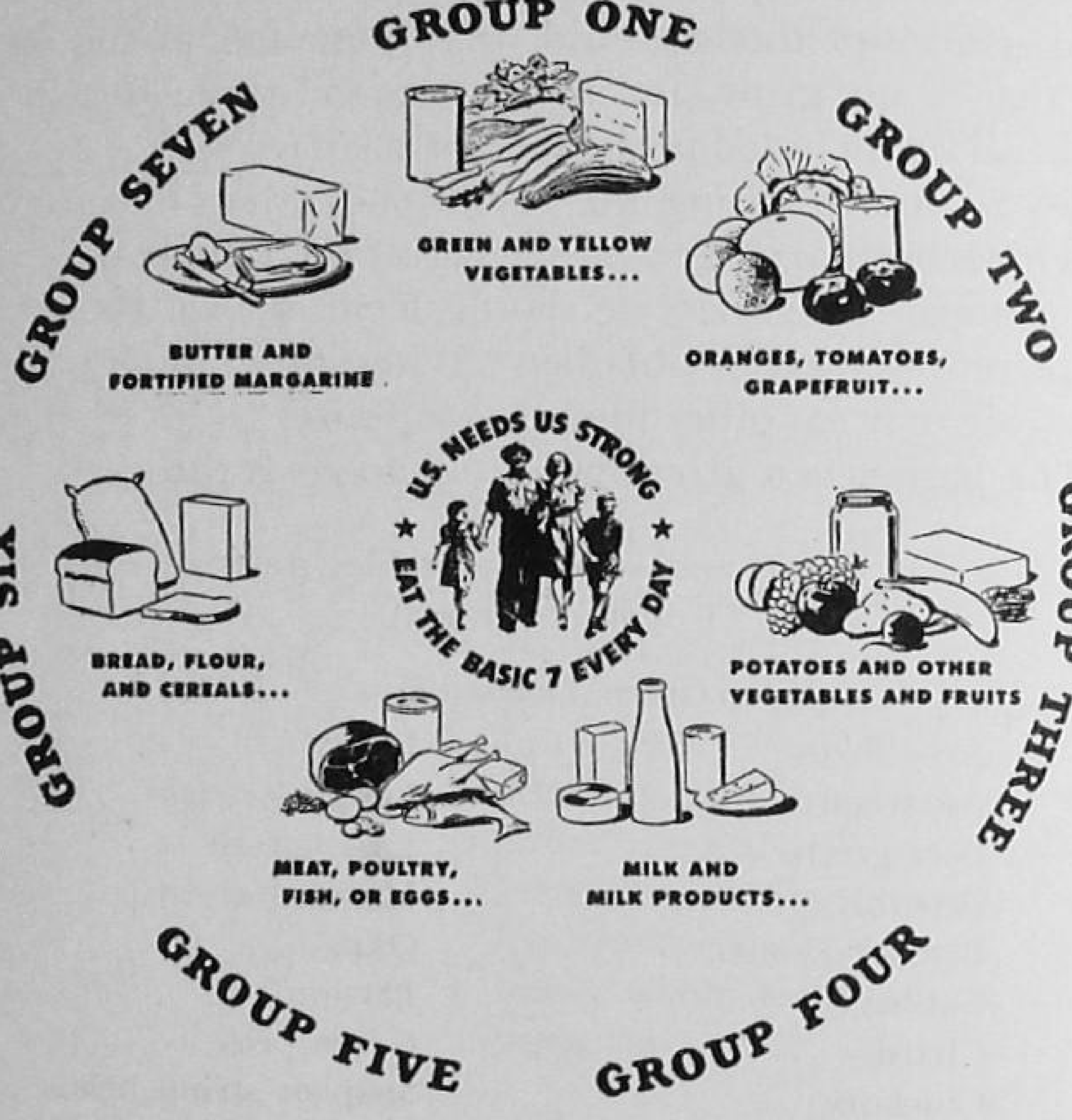
Green Vegetables

Artichokes	Kale
Asparagus	Lambs-quarters
Beet greens	Leaf lettuce
Broccoli	Mustard greens
Brussel sprouts	Okra
Cabbage	Parsley
Chard	Green peas
Chickory	Snap or string beans
Collards	Spinach
Dandelion greens	Turnip greens
Endive	Watercress
Escarole	Other greens
Green peppers	

Yellow Vegetables

Carrots	Sweet potatoes
Pumpkin	Wax beans
Squash, winter or Hubbard	Yams
Squash, yellow or acorn	Yellow turnips
Rutabagas	

For Health...eat some food from each group...every day!



IN ADDITION TO THE BASIC 7... EAT ANY OTHER FOODS YOU WANT

COURTESY OFFICE OF WAR INFORMATION, BUREAU OF HUMAN NUTRITION AND HOME ECONOMICS

• Foods of all kinds are good. It is the way we combine them in meals and the amounts we use that make the difference. In planning and selecting the day's food, have at least one serving of food from each of the seven groups. Two or more servings should be had each day from Groups Three, Four, and Five.

Group II Citrus fruits, tomatoes, and raw salad greens

Citrus Fruits and Tomatoes

Oranges
Grapefruit
Citrus juices
Kumquats
Lemons
Limes
Tangerines
Tomatoes
Tomato juice

Raw Salad Greens

Cabbage
Chicory
Dandelion greens
Green and red peppers
Watercress
Escarole
Lambs-quarters
Leaf lettuce
Parsley
Other raw greens

Group III Potatoes, and other vegetables, and fruits (raw, dried, cooked, frozen, or canned)

Potatoes

Irish potatoes
Sweet potatoes

Other Vegetables

Artichoke, Jerusalem
Beets
Cauliflower
Celery
Corn
Cucumber
Eggplant
Fresh lima beans
Kohlrabi
Leeks
Mushrooms
Onions
Parsnips
Radishes
Salsify, oyster plant
Sauerkraut
Summer squash
Turnips, white

All vegetables not listed elsewhere.

Fruits

Apples
Apricots
Avocados
Bananas
Blackberries
Blueberries
Cantaloupes[1]
Cherries
Cranberries
Currants
Dates
Figs

[1] Seasonal alternates for Group II.

Gooseberries [1]
Grapes
Huckleberries
Loganberries [1]
Muskmelon
Mangoes
Nectarines
Papayas [1]
Peaches
Pears
Persimmons [1]
Pineapples [1]
Plums
Pomegranates
Prunes
Quinces
Raisins
Rhubarb
Strawberries [1]
Watermelons
Youngberries

All fruits not listed elsewhere.

Group IV Milk and milk products (fresh, evaporated, and dried milk)

Fresh, whole
Fresh, skim
Pasteurized milk
Homogenized milk
Buttermilk
Cultured milk
Evaporated milk
Condensed milk
Dry whole milk
Dry skim milk
Cream
Cheese, all kinds
Ice cream

Group V Meat, fish, game, poultry, eggs, dried peas and beans, nuts, or peanut butter

Meat
Beef
Veal
Lamb
Mutton
Pork, except bacon and fat back
Variety meats as liver, heart, etc.
Miscellaneous meats as bologna, etc.

Fish
Game
Poultry
Chicken
Duck
Geese
Turkey
Eggs

Dried peas, beans
Black-eyed peas
Cowpeas
Field peas
Split peas
Great northern peas
Kidney beans
Lima beans
Navy beans
Pinto beans
Soybeans
Lentils
Nuts
Peanut butter

[1] Seasonal alternates for Group II.

Group VI Bread, flour, and cereals (natural whole grain, enriched, or restored)

Breads	*Flour*	*Cereals*
Whole wheat	Whole wheat	Whole wheat
Enriched white	Enriched white	Mixed whole grain
Rolls or biscuits made with whole wheat or enriched flour	Whole corn meal	Rolled oats
Pumpernickel (whole rye)	Other whole grains	Brown rice
Oatmeal bread		Prepared cereals (whole grain or restored or enriched)
Crackers		

Group VII Butter and fortified substitutes

Butter
Margarine with Vitamin A added
Other butter substitutes with Vitamin A added

We also need water. It should be taken at mealtimes and between meals. Our food, of course, contains some water but not enough to meet the body's needs. We should regard water as an important food that should be taken just as regularly as any other essential food.

A certain amount of bulk, including roughage, is needed in our day's food. Therefore, we should choose some food each day that furnishes this. Leaf vegetables, fruits, and whole grains are high in roughage and are important in body elimination.

Things to do

1 Check your food of yesterday to see if all the basic seven were included. Which group or groups were omitted? Is this a common practice with you? Check also your next three meals.
2 Prepare a three-minute talk in which you explain the basic-seven foods.
3 Write as many reasons as you can for eating the basic-seven foods daily.

5 *How much food do we each need daily?*

The amount of food we need daily is quite as important as the kind of food. However, it is difficult to state exactly "how much" food, for we all differ. Some of us are old and others are young; some of us are small, others are large; some of us like to sit and read, others enjoy swimming and hiking; some of us live in Florida, and others in the North. If the day is warm and sticky, or if it is cold and snappy—this, too, will affect our food needs.

We need enough food to care properly for all the body's activities. Though starches, sugars, and fats are particularly good in go or energy value, almost all foods have some of this quality. Therefore, our go or energy needs are not met entirely from foods high in starches, sugars, and fats. Grow, and regulating and protective, foods, too, have a share in meeting these needs. Adequate provision for go or energy foods will be made if the following foods are included:

1. Grow, and regulating and protective, foods in the right amounts daily
2. Bread, one or more slices at each meal
3. Butter, or butter substitute, one or two pats at each meal
4. Cereal at least once daily
5. One potato daily
6. Moderate amounts of sugars and fats used in the cooking and serving of various foods

We need enough of the grow foods. If we are still adding to our stature and building body tissue we need grow foods. Also, these same foods are needed to maintain the body tissues already built. It is estimated that our need for grow foods will be well met if we include daily one quart of milk, one egg, and one serving either of meat, poultry, or fish, or sometimes dried beans and peas or nuts.

If these foods cannot all be had in these exact quantities, each food should be represented, and the amount of one or more increased if others are decreased. If, in addition, whole or enriched grain products, vegetables, fruits, and butter or fortified butter substitute are included in generous amounts, the need for minerals will be met, as well as the need for other regulating and protective foods. Another way of providing adequate grow and regulating and protective foods is to eat generous servings each day of at least one food from each of the basic-seven food groups.

The following guide will help us eat the needed amount of the "must-have" or basic-seven foods so that we shall have a balanced daily diet:

1. Green and yellow vegetables
   1 serving daily—raw or cooked.
2. Oranges, tomatoes, grapefruit, raw cabbage or salad greens
   1 serving daily.
3. Potatoes, other vegetables and fruits
   2 or more servings daily.
4. Milk and milk products
   1 quart daily or 1½ pints milk plus cheese. (Milk includes that used in foods such as soup, ice cream, gravy and pudding.)
5. Meat, poultry, fish, eggs or dried peas or beans, nuts or peanut butter
   1 serving daily of meat, poultry, or fish or sometimes dried peas or beans, nuts or peanut butter. At least 3 or 4 eggs each week and one daily if possible. Fish once each week is a good rule.
6. Bread, flour, and cereals
   3 or more servings daily of whole wheat or enriched or restored products.
7. Butter and fortified substitute
   Use daily as spreads and seasoning as your supply permits.
8. Water
   At least eight glasses daily.
9. Other foods
   Enough to satisfy the appetite and keep the body in good condition.

Boys and girls who are still growing are more apt to eat too little food than too much. The body requires a large amount of food for obtaining energy, for building tissue, and for maintaining itself. It is better to be on the safe side and eat a little more than is needed than to eat too little.

Providing the body with sufficient food for its daily needs is important. Eating too little food presents a dangerous health hazard. If the habit is continued for a long time, one may become underweight and lack resistance to disease. Tissues may lose some of their important substances. Under such conditions, one cannot do her best. There are ways of knowing whether or not we are eating enough. A continued feeling of exhaustion, although we are not exerting ourselves greatly, is a sign that our food is not adequate. Loss of or failure to gain in weight, a sallow skin, dull and brittle hair, and poor appetite are other signs of improper diet.

Eating too much food may be harmful also. If more food is eaten than the body actually needs it is stored in the body as fat. We need a certain amount of fat distributed throughout the body, but not too much. Some of our organs—the heart, for example—are greatly hindered in their work when surrounded by too much fat. The foods most likely to cause an excess storage of fat are the starches, sugars, and fats. Candy and sweets of all kinds, whipped cream, and rich pastries belong in these groups. If too much food is being eaten each day, it can be readily told by a needless increase in weight. Pimples, acne, and other skin eruptions often indicate the eating of much rich food.

Things to do

1 Check your yesterday's food to find if you ate the needed amount of the "must-have" or basic-seven foods. Of which ones should you have eaten more? Repeat this check from time to time.

2 Decide whether you are eating too little or too much food. Report how your decision was made to the class for judging.

6 *Why should we eat a wide variety of food?*

There are many people everywhere who eat the same foods day after day with little change. They feel that they *must* have meat and potatoes, pie, fried eggs, or certain other foods. When the *must* food is one of the daily essential foods, the situation is not wholly bad, but it lessens the possibility of an adequate diet. Even the foods in one class, such as vegetables, are not exactly alike in what they contain. One food contains more of a certain mineral, while another contains more of a particular vitamin. For this reason variety is desirable to make sure that the body's food needs are adequately met. When the *must* food is not an essential food, the situation is much worse, for the essential foods may be crowded out entirely. Eating a variety of foods makes it much easier to obtain the foods needed by the body.

Satisfactory meals are more easily planned when people enjoy a variety of foods. It is much easier for the one in charge of planning meals to do a good job if she appreciates variety and if the family members like many foods. Satisfactory meals are almost impossible to plan if the family members will eat only those foods which are low or lacking in some essential. A certain schoolgirl eats only these foods: potatoes, bread, cheese, oranges, butter, green beans, and ice cream. With this small variety her diet cannot be satisfactory. Much pleasure comes from planning meals with different foods. There is fun, too, in going to a meal knowing that it will not be quite like the last meal nor like one yesterday.

The old saying that variety is the spice of life may well be applied to our meals. The same foods day after day with little or no change tend to become tiresome and uninteresting. A schoolgirl, upon her return from camp, was asked about the food. "It was not exactly bad," she said,

COURTESY MRS. M. R. ALFLEN AND KANSAS CITY STAR

• A garden of our own often helps us eat a variety of foods.

"but I was so tired of the same plain boiled potatoes, meat loaf, and apple pudding that I don't want to see them for a long time."

The use of a variety of foods helps make our meals attractive. One food may add color, another flavor, and still another texture. If a person will eat only plain boiled potatoes, the fine flavor of one baked golden brown will never be known. If carrots are on the black list, their cheery and inviting color and their pleasing crispness will never be

enjoyed. Not all our foods are attractive in themselves. Sometimes they are made so by combining them with other foods.

The person who likes a wide variety of foods finds it much easier to adjust when away from home. One with a limited food list rarely, if ever, finds another whose taste is like hers. Because she cannot find a place where her especially desired foods can be obtained, she usually has a hard time. Mary Alice, a rather spoiled and indulged girl, seldom has an invitation out for meals. She eats so few foods that all she can do is sit and stare as others eat. When on a trip she is "just miserable" because "her foods" are not always on the menus. Instead of having fun trying the new and different foods that might be served to her, she is unhappy, and others are too. By the use of the "don't-care-for-any" behavior she spoils the pleasure of all.

COURTESY ASSOCIATED SEED GROWERS, INC.

• The makings of a wonderful salad! What vitamins are in the vegetables shown here?

Liking only a few foods has caused men and women in our armed forces many difficulties. A large number of these persons under great stress have had to increase the variety of foods eaten. Much of this could have been avoided if, when boys and girls at home, they had learned to like and eat many foods.

Knowing and using many foods not only adds to our pleasure but to our education. Eating foods that are eaten

by people in other regions and countries increases our interest in and knowledge of their life. One of the valuable experiences in travel is becoming acquainted with the foods of other people. Each country and often regions and localities have some delightful food peculiar to them.

We in this country are eating a wider range of food all the time. Our remarkable transportation service has had much to do with this, and our increased knowledge of nutrition has helped too.

Things to do

1 Keep a record of your meals for several days to see how nearly your meals are alike from day to day.
2 Make a list of the foods that you think you must have every meal; of those you think you must have at least every day. Put an X by those that are on the basic-seven list. For each of these write down other foods that could be substituted.
3 Try eating and liking a new food during the next two weeks. Report your experience to the class.
4 Name some food that is commonly eaten in another region or country. Decide whether it would be a good dish for us to serve occasionally. Why?

7 *What is our daily meal pattern?*

In the days long ago, when man hunted, fished, and gathered wild game and fruits for his food, his meal pattern was one that boys and girls today would not enjoy. When hunting was good or when the fish bit well, he feasted; when the hunting was not good and other food was scarce, he fasted. "Today a feast; tomorrow, and perhaps for many days following, a famine" made up his life. "The tightening of the belt," a practice used then to deaden the feeling of hunger, remains still a way of saying that the food supply is short. When man began to tame wild animals and to grow grain, he began to gain control of his food supply. Meat was dried, grains were harvested and stored, and man turned from irregular gorging at the kill to a more

regular plan for his eating. The meal became a daily event and later a twice-a-day event. In some lands today two meals a day remains the food pattern, in others as many as six meals are served. In our country the pattern of three meals daily is generally followed, except for young children, aged persons, and those who are ill. Their needs require a pattern of five or more meals a day.

We have already learned rules to guide us in the choice of adequate daily food. The importance of variety, too, has been emphasized. Now we will consider the day's food in terms of the three meals: breakfast, luncheon or supper, and dinner.

The day's food should be divided rather equally between the three meals. A good plan to follow is to eat about one-third of the day's food or slightly less at breakfast, one-third at luncheon or supper, and one-third or slightly more at dinner. Though we judge whether our food is adequate in terms of the whole day's supply, we should have the essential foods well represented in each meal. Many years ago, a good meal was described as one that would "give the body something that would stick to the ribs, stay the stomach, give power to go on, and be pleasant to eat." In a homely way, this states that each meal should include a fair share of the "must-have" foods and should provide pleasure by its variety and appeal to the appetite.

Probably the most frequently broken of these rules is the one concerning the amount of food that we should eat for breakfast. A meal of an orange and a glass of milk is far from being equal to one of soup, pot roast, potatoes, gravy, string beans, fruit salad, bread and butter, and chocolate pudding. The difference is so great as to be serious in relation to the digestive system. A bowl of cereal, an egg, and a slice or two of buttered toast are necessary to bring this light breakfast into balance with the heavy meal.

A division of the day's food into three fairly even-sized meals is given in the following list:

Breakfast	Luncheon or Supper	Dinner
Fruit	Meat alternate	Meat
Cereal	Two vegetables	Two vegetables
Egg	Bread and butter	Bread and butter
Bread and butter	Milk	Milk
Milk	Dessert or fruit	Dessert or fruit

Other foods, such as soup, relishes, and sweets, are added as desired and needed. The rules on the amount and kind of food needed daily should, of course, be followed. For example, the vegetables should include one of the green variety and one raw. Yellow vegetables are also desirable to include frequently.

You notice that no provision is made for eating between meals or "piecing." Except for drinking a glass of milk or eating fruit when really needed, eating between meals is regarded as an undesirable addition to the meal pattern.

Things to do

Here are the menus of their meals for one day as reported by Jane, Mary, and Alice. Judge them according to our rules for dividing the day's meals and including the necessary foods.

Jane's meals for one day

Breakfast	Luncheon	Dinner
1 glass tomato juice 1 slice whole wheat toast	Macaroni and cheese (2 servings) Creamed potatoes 2 biscuits 1 pat butter Jelly (1 T.) Chocolate pudding Glass of milk	Creamed chipped beef Mashed potatoes (2 servings) Salad (½ banana, 1 lettuce leaf) 2 slices bread (enriched) 1 pat butter Baked apples

Mary's meals for one day

Breakfast	Luncheon	Dinner
Stewed Prunes	Peanut butter and tomato sandwich	Bowl of clear meat soup (½ cup)
Oatmeal (1½ servings with ¼ cup whole milk)	Candy bar	2 thin slices baked heart
Soft-cooked egg		Gravy
1 slice buttered whole wheat toast		Dressing
Glass of milk		Salad (¼ head of lettuce)
		2 rolls
		1 pat butter substitute

Alice's meals for one day

Breakfast	Luncheon	Dinner
One-half orange	Baked beans (2 servings)	Scalloped chicken
Cornflakes and ¼ cup thin cream	Combination vegetable salad (2 servings, 1 large lettuce leaf)	Buttered cabbage
Scrambled egg	2 bran muffins	Baked sweet potatoes (2 servings)
2 slices bread	1 pat butter	2 slices bread
1 pat butter	Preserves (1 T.)	1 pat butter
1 cup milk	Raspberry gelatin	Apricot whip
		2 vanilla wafers

8 *How shall we judge our meals?*

Any discussion about food and meals soon turns our thoughts to our own food. We are always interested in seeing how nearly the food we have eaten meets the established standards. This can be done by rating our food for the past day on a score sheet prepared for this purpose. A common way is to judge our daily meals in relation to the essential foods. Such a score sheet is suggested on page 74.

My Meal Plan for One Day
(Do not write in the book)

	CREDITS	SCORE
Milk		
1 cup	8	
2nd cup	8	
3rd cup or more (Count also milk in cooked foods.)	8	
Vegetables and Fruits		
One or more helpings	8	
Potatoes or sweet potatoes	8	
Tomatoes or orange or grapefruit	8	
A green or yellow vegetable	8	
Another vegetable or fruit	5	
One of the vegetables or fruits raw	5	
Meat, fish, poultry, or dried peas or beans		
One or more helpings	10	
Eggs		
One	5	
Whole grain bread or enriched or restored bread or cereal		
At least two slices of whole wheat or enriched bread	10	
Whole grain cereal: One or more helpings	5	
Butter or fortified butter substitute (in addition to above)		
Two tablespoons	7	
Water or other fluid		
8 glasses (6 glasses—3 credits)	5	
TOTAL	100	
Deduct		
10 credits if you ate no breakfast		
10 credits if you drank more than 1 cup of tea, or coffee, or more than 1 "cola" drink		
10 credits if you ate any food except fruit or milk between meals		
CORRECTED SCORE		

Rating of day's meals: Good______ Fair______ Unsatisfactory______

To find our own score we should list the food eaten at each meal and between meals during the day before.

The following amounts are considered one helping or serving of the foods listed:

- ½ cup raw or cooked vegetable
- 1 whole orange, apple, peach, or banana
- ½ grapefruit
- 4–5 prunes
- ⅓ cup tomato juice
- ½ cup cereal
- 1 slice of bread

This may take a little time, but we should do our best to recall everything and to make the list complete and accurate. When this is done we should estimate as correctly as possible the amount of each food eaten, for example, 3 slices of bread, ½ cup of gravy, 1 orange, and ½ cup of cereal, or according to the number of helpings of each food. (A better way is to plan a food record form for the day and list the foods and their amounts as we finish eating them.)

The foods and their amounts should then be rated by means of the score card. If the score is high, between 85 and 100, with no zero for any point, the day's meals are good. If the score is average, between 75 and 85, the day's meals are fair; if the score is low, 75 or below, the day's meals are unsatisfactory.

After the rating is done, a study should be made of the results. Both the strong points and weak points should be noted. Suggestions for improving the day's meals should be made.

Things to do

On pages 76 and 77 are the records of the meals of four schoolgirls for one day. How do these meals rate by our score sheet?

Menu 1

Breakfast

Cream of wheat and raisins	1 *cup*
and top milk	¼ *cup*
Bacon	1 *slice*
Egg	1
Bread	2 *slices*
Butter	1 *pat*
Plum butter	1 *tablespoon*
Cocoa (made with milk)	1 *cup*

Luncheon

Caramel pie	1 *large piece*
Milk	1 *glass*

Midafternoon

"Cola" drink	1
Peanut bar	1

Dinner

Meat loaf	1 *serving*
Breaded tomatoes	1 *cup*
Buttered celery and carrots	⅔ *cup*
Rhubarb sauce	½ *cup*
Coffee	1 *cup*

Menu 2

Breakfast

Dried prunes	7
and puffed rice	⅓ *cup*
with top milk	¼ *cup*
Milk toast	2 *slices bread* 1 *cup milk* 2 *pats butter*

Luncheon

Cream of pea soup	1 *cup*
Crackers	2
Whole wheat bread-and-butter sandwiches	2 *large*
Fruit salad	1 *cup*
Baked potato	1
Butter	1 *pat*
Cottage pudding	½ *cup*

Dinner

Fried chicken	2 *pieces*
Gravy (milk)	1 *cup*
Mashed potato	½ *cup*
Buttered beets	½ *cup*
Cabbage salad	¾ *cup*
Bread, enriched	2 *slices*
Fresh strawberries	¾ *cup*
and thin cream	⅛ *cup*

Menu 3

Breakfast

Buttered toast	1 *slice*
Coffee	2 *cups*
and cream	2 *tablespoons*

Luncheon

"Hot dog" sandwiches	2
"Cola" drink	1

Dinner

Baked spareribs	1 *large helping*
Fried potatoes	1 *cup*
Sliced tomatoes	4 *slices*
Hot biscuits	3
Butter substitute	2 *pats*
Orange marmalade	1 *tablespoon*
Apple pie	1 *large piece*
Tea	1 *cup*

Menu 4

Breakfast

Orange slices	1 *orange*
Whole wheat mush	½ *cup*
and thin cream	¼ *cup*
Poached egg	1
on toast	1 *slice*
Milk	1 *glass*

Luncheon

Cottage cheese	⅔ *cup*
Steamed brown rice	¾ *cup*
Butter	1 *pat*
Tomato, lettuce, and cucumber salad	1 *cup*
Whole wheat rolls	2
Butter	1 *pat*
Canned blackberries	½ *cup*
Molasses cookies	1

Dinner

Meat pie	1 *slice*
Gravy (milk)	½ *cup*
Baked sweet potato	1 *medium*
Buttered cabbage	½ *cup*
Watermelon pickles	4
Bread	1 *slice*
Fortified butter substitute	1 *pat*
Grapefruit and apple salad	¾ *cup*
Devil's food cake	1 *serving*

COURTESY H. ARMSTRONG ROBERTS

• Starting the day right with fruit and milk.

9 *What food habits shall we form?*

One of the best ways to secure good health for ourselves is through the forming of good food habits. Once we have established good food habits we do not have to think every time whether we will eat this vegetable, drink this glass of milk, or include citrus fruit in the meals of the day. We eat these foods as a matter of course every day.

The earlier we can form good food habits the better it is for us. We are not as yet influenced by foolish notions or wrong ideas. It takes less time to form or break a habit when we are young. Thoughtful parents today begin build-

ing good food habits in their children's babyhood and continue with this through the preschool years into those that follow. Children whose food habits are thus started are usually in good health. They are fortunate in having few, if any, bad food habits to be broken in later years.

What are some good food habits that we should form? Probably the most important ones are those given in the list below:

1. Wash the hands and face thoroughly in preparation for eating.
2. Eat three regular meals a day.
3. Go to the table in a happy and relaxed frame of mind.
4. Do not hurry in the eating of food.
5. Chew thoroughly all solid food; never bolt food or swallow it hurriedly.
6. Eat food as it is served, without evidences of food prejudices or food notions.
7. Eat all the food on the plate; leave none for waste.
8. Do not eat between meals, except milk and fruit.
9. Drink plenty of water.
10. Include each day the needed amounts of essential foods, such as milk, raw vegetables, citrus fruits, eggs, and whole grain products.
11. Eat candy and other kinds of sweets only at the close of a meal.

We should always keep in mind that all the food groups should be represented in the day's diet, and the right amount of each should be eaten. One quart of milk should be consumed daily. It is very difficult to obtain some of the needed minerals when the amount of milk used is small. A wide variety of food should be eaten. One should try all the time to increase the number of foods liked. No between-meal piecing should be done. When food is eaten between meals, milk or fruit should be taken. Candy and other sweets should be eaten only at mealtime. Drinking

When we start to form a habit, we should want to do it very much. Then we should work out a plan for forming the habit. We should practice and practice until the habit is a part of us, permitting no exceptions as we are practicing. When this is done, almost before we know it the habit is formed.

plenty of water each day is most important. This should be done both at mealtime and between meals. Water aids in the digestion of our food as well as in the other body processes.

There are other habits that affect our health which, though not strictly food habits, are closely related to them. These habits, too, should be formed early and continued throughout life. The body should have sufficient sleep and rest to keep it in good running condition. Though individuals vary somewhat in their need for sleep, it is known that boys and girls between the ages of ten and fifteen require about nine hours of sleep daily.

Some time for rest should also be allowed during each day. The amount depends upon the individual and the conditions under which he lives and works. Short rest periods after meals are recommended and in some cases a similar period before meals. If one can completely relax at these times, the rest will be much more effective.

The habit of getting plenty of exercise and fresh air is important. An hour of recreation each day which includes exercise in the open is highly recommended. Some suggest this in the afternoon following school. Others would have it after the evening meal. Working and sleeping in a well-ventilated room also contribute to health.

Keeping the body clean is a desirable habit to form. It makes for our own comfort as well as that of others, and contributes to our general health.

A person's habits are influenced greatly by the family's habits. The forming of good habits is much easier when everyone around us is interested in forming good habits.

Things to do

1 Decide the food habit that you need most to form.
2 Make a plan for forming this habit.
3 Follow this plan in trying to form the habit. Report your progress from time to time to the class.
4 Form a "clean-plate" club and interest others in joining.

Things to do at home

1 Help in planning the daily food for your family so that the basic-seven foods are included in the right amounts.
2 Check yourself daily to be sure that you eat enough of the "basic-seven" foods. Try to interest others in your family to do the same.
3 Try to form several good food habits, and to break one or more bad food habits.
4 Encourage others in your family to improve their food habits.
5 Interest other family members in liking new foods. Suggest ways of adding variety to your meals.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton, Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Foods by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

Our Food by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Practical Problems in Home Life for Boys and Girls by Nora Talbot and Others. American Book Company, New York, 1936.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

4 *Using and caring for our sewing equipment*

THE CHILDREN of colonial days watched with wide-eyed interest Indian squaws sewing soft leather into shirts and moccasins. For thread, the Indians used the sinews that hold the muscles of an animal to the bone; and for their needle, a sharpened bone or horn. To the Puritan boys and girls this seemed a strange and awkward way of making clothing. Their mothers sewed all their clothes with fine steel needles threaded with linen thread which they had made by spinning. Many hours went into the labor of stitching seam after seam by hand. The young girls early shared in this work and no doubt were thankful that their tools were so good.

The girl of today would find little to be thankful for in such a situation. Even though some sewing is still done by hand, we welcomed the invention of a usable sewing machine in 1846 by Elias Howe. This marked the beginning of a new and easy way of making seams. The use of the sewing machine enables one to stitch up a seam a yard long, securely and neatly, in a few minutes.

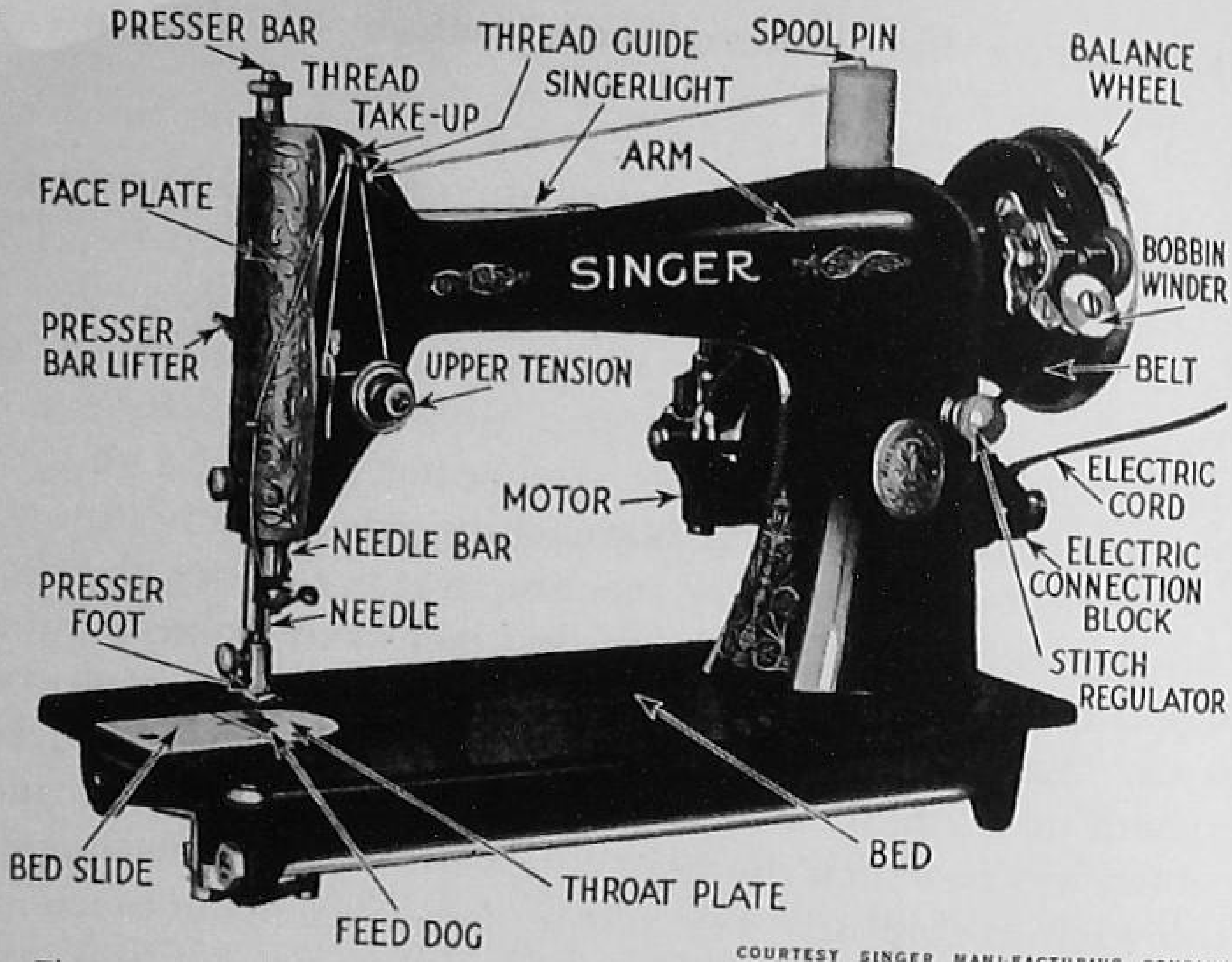
The modern sewing machine which has so greatly increased the ease and speed of such work is, of course, harder to understand than the simple equipment of earlier days. Just as the colonial girl mastered her tools, so the girl of today must master the sewing machine and other sewing equipment if she is to be skillful in their use.

1 *What is the general construction of the sewing machine?*

The most noticeable part of the sewing machine is the frame and the cabinet which supports and protects it. The cabinet is made of wood, often beautifully finished. It may include two or more drawers for holding sewing essentials. Its shape has changed with the development of the sewing machine. In the sewing machines of a quarter-century ago, the head of the machine was securely fastened to the cabinet. When the machine was not in use, the head was covered with a nicely finished box of the same wood as the cabinet. This afforded protection from dust and marring. Later, the machine with the flat top was invented. This is often spoken of as the drop-head machine, because of the way in which the head drops below the surface of the machine to close it. The sewing machines made today are of the drop-head type.

There are two types of the drop-head machine. In one type, the head of the machine is lifted into place by merely raising the closing-board and letting it down in the opposite direction flat with the surface of the machine. The belt and all working parts are then in position for the operation of the machine. In closing this machine, the closing-board is raised and lowered in the opposite direction into position over the machine.

In the other type of drop-head machine the closing-board is raised and lowered in the opposite direction. But in this machine the front board must be raised with the left hand, and the head must be raised to a position that slants back; while held in this position, the front board is lowered and the head is then allowed to come down and rest on the front board. The belt must then be placed in position on the large wheel which is on the right side below the surface of the machine. The machine is then ready for operation. In closing this machine, the belt must be taken from the large wheel, the front board raised, the head lowered, and



COURTESY SINGER MANUFACTURING COMPANY

• The parts of the sewing machine are delicately adjusted and should be thoroughly learned and understood in order to get the best results from the machine.

the closing board raised and then lowered in the opposite direction.

When the machine is uncovered or opened, one sees the metal *head*—made up of the *arm,* which contains many working parts and on which the thread is placed; the *bed* or flat base which is attached to the cabinet; and the *balance wheel.*

Below the cabinet, which holds the head, is the *treadle*—the platform on which the feet rest. The feet keep the treadle in a rocking motion when the sewing machine is being operated.

To the right below the cabinet is the *band wheel,* which carries the belt that connects this wheel with the balance wheel on the head. The *belt shifter* is the lever at the front of the band wheel by which the belt may be thrown off this wheel.

Things to do

1 On a sewing machine locate the parts of the machine you have just read about.
2 Practice opening and closing a machine until you can do it easily and well.
3 Compare the school machine with the one in your home. How are they different?

2 *How shall we treadle the sewing machine?*

The "whirr" of the sewing machine may be a pleasing sound if it is done smoothly and without sudden starts or stops. Smooth treadling is as essential to good sewing as smooth pedaling is to good bicycle riding. Those who ride a bicycle know that it takes much practice to pedal and ride a wheel skillfully.

In learning to treadle a sewing machine, we must be sure to sit the correct distance from the machine, and to sit erect and well back in the chair, with the arms in an easy position on the table of the machine. The chair should be of comfortable height; the feet should be flat on the treadle of the machine. The worker must determine the correct distance of the chair from the machine, since it varies with each individual. When the feet are placed on the treadle of the machine, the right foot should be placed toward the lower right-hand corner of the treadle and slightly below the left foot, which is placed toward the upper left-hand corner of the treadle. We should be sure that the feet are flat on the treadle, to be able to force it up and down in rhythmic motion by pressure first from the left foot and then from the right foot. To start the machine, the right hand gives the balance wheel (the small wheel on the right side of the head of the machine) a start toward the worker. This is done with the palm of the hand, bringing it from the top of the wheel and pulling down. Treadling should keep the wheel in motion.

Practice is needed for skill in treadling. It is best to practice with the belt removed from the balance wheel. The belt is removed by holding the belt release in the right hand and pushing the balance wheel back; this in turn pulls the belt from the band wheel; and if the balance wheel is turned with the left hand, the belt will be completely removed from the band wheel. In this way we may learn to treadle without danger of injury to the machine. Sudden starting and stopping will result in poor stitching and is harmful to the machine.

The electric sewing machine operates in the same general way as the hand machine. A book of specific directions is furnished with each machine and should be studied for a thorough understanding of its use.

Things to do

1 Determine the correct distance you should have your chair from the machine.
2 Seat yourself correctly at a machine and practice treadling until it goes easily and smoothly.
3 Examine an electric machine. How does it differ from the foot-treadle machine?

3 *How shall we stitch on the sewing machine?*

Just as the colonial girl found much practice necessary before she could make small, even hand stitches, so the girl today finds much practice necessary before she can stitch evenly and neatly on the machine. When properly seated at the open machine, we shall make it ready for operation by seeing that the belt is connected with the balance wheel. For our practice stitching, we shall use an unthreaded needle and ruled paper. The paper is placed under the presser foot, with the needle coming down on the first ruled line. The presser foot is lowered, the machine is started, and it is set in motion by treadling. The paper is guided with the hands so as to keep the line of stitching on the ruled line.

• Good sitting position at the sewing machine makes it possible to do satisfactory work; an incorrect position would give difficulty even to an experienced sewer.

As the stitching nears the end of the paper, treadle slowly, and when the end is reached, place the palm of the right hand on the balance wheel, bringing the machine to a stop. If we are stitching a long seam and desire to stop before reaching the end, the machine may be stopped in the same way as described. Care should be taken that the machine does not go backward.

After the stitching has been stopped, the machine should be started slowly and any backward motion avoided. Similar care should be taken when turning a corner. In this case the machine is brought to a stop, the presser foot is raised, the material turned in position to continue stitching, the presser foot lowered, and the stitching continued.

In practice stitching, the machine should be set to have twelve stitches to one inch. Your teacher will help you adjust the machine for proper stitching, if adjustment is needed. The making of a tea towel and pillowcase, which we shall do later, will give us further practice in stitching on the machine.

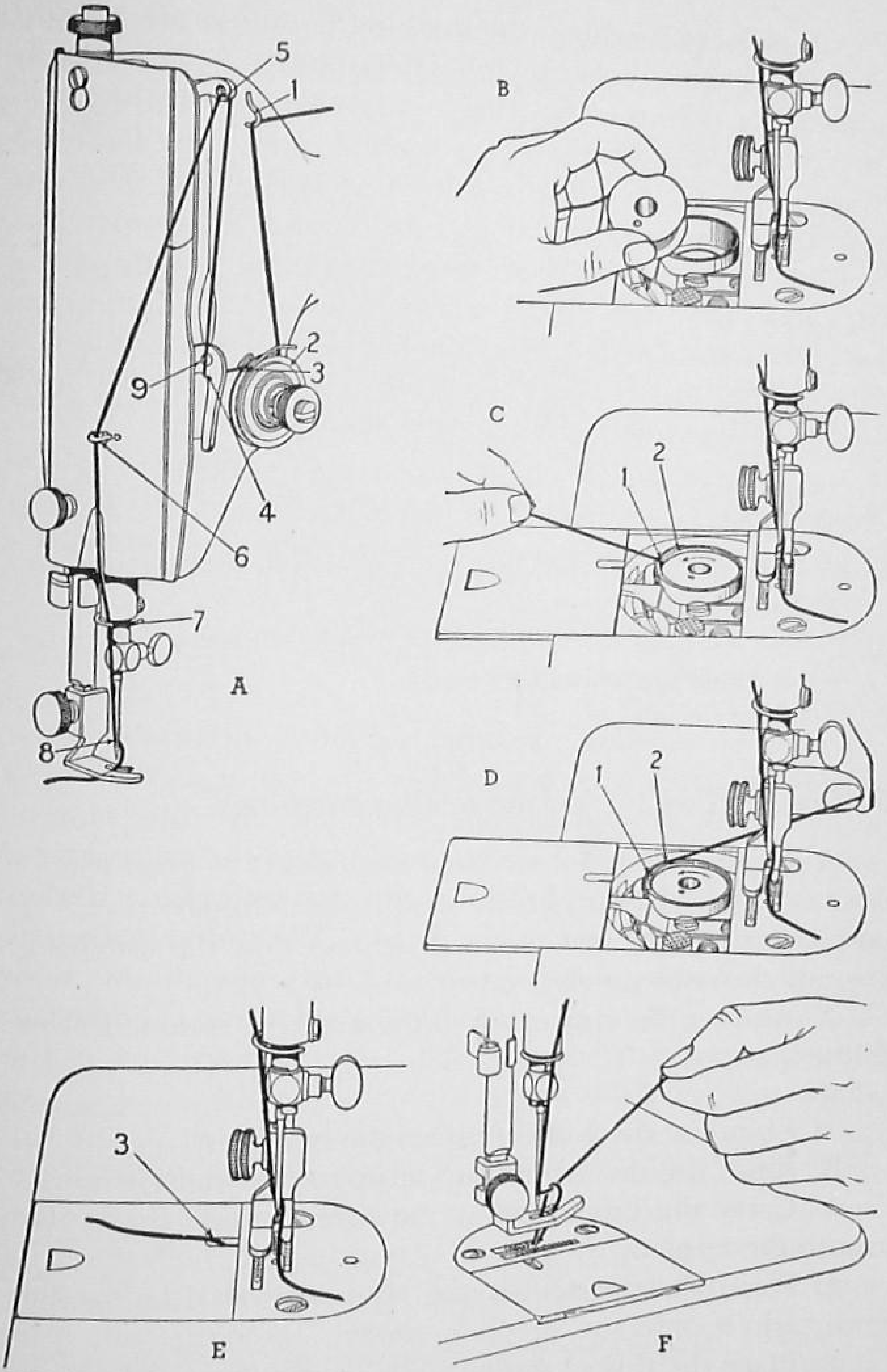
Things to do

1 On a piece of paper draw some straight lines and some curved ones. With the machine not threaded, stitch on the lines you have drawn.
2 Count the number of stitches to the inch of stitching.
3 With the help of your teacher change the length of the stitch so as to have eight stitches to an inch; then change to twelve stitches to an inch.

4 *How shall we wind the bobbin?*

The first sewing machine had no bobbin; only one thread was used, which was placed on the top of the machine. Doll sewing machines of today have this type of construction. Regular sewing machines of the present time use two threads, one being on top and one being underneath the upper part of the head. The lower thread is wound on a piece of metal which is called the bobbin. Bobbins are of two types: rotary and oscillating. These are wound in a similar manner, but the differences are in the shape and in the movement while in operation.

In winding the bobbin, it is necessary to release the balance wheel, which is done by turning the large hand screw toward the worker. This permits the needle to remain motionless during the process of winding the bobbin. The empty bobbin is placed on the bobbin carrier, being carefully fitted onto the small projection extending out from the inner side of the carrier. The thread is wound around the bobbin a number of times or caught at the side of the bobbin as it is placed on the carrier. The spool from which



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• Figure A shows the steps in threading a machine; B, C, and D how to place the bobbin; and E and F correct positions of thread.

the thread is to be taken is placed on the carrier on the top of the machine, with the thread coming over the thread guide. Treadling is then begun and continued until the desired amount of thread is wound onto the bobbin. Steady, smooth treadling results in a well-wound bobbin with even layers of thread. If the bobbin is wound unevenly, the thread may be broken during the sewing process, and not so much thread can be placed on the bobbin as if it were wound well. After the bobbin is wound, it is removed from the carrier, the thread is broken or cut, and the bobbin is ready to be placed in the machine.

Things to do

1 Examine the bobbin and the carrier until you understand how the bobbin fits on the carrier.

2 Practice releasing the balance wheel, which will cause the needle to remain in one position.

3 Wind the bobbin.

5 *How shall we thread the sewing machine?*

A properly threaded machine is necessary to good stitching, and should be carefully studied and understood. A correctly threaded machine will sew so that the stitching appears the same on each side.

Threading the upper part of the machine is done in the following way:

1. Place the spool of thread on the spool pin.
2. Raise the thread take-up lever to the highest point.
3. Carry the thread across the thread guide down the arm to the tension.
4. Place the thread between the tension discs, going from right to left.
5. Place the thread under the take-up spring, then back and under the thread regulator.
6. Follow the arm down through the thread take-up

lever, through the thread guide, and on through the needle. The thread goes through the needle from left to right.

7. Pull out at least four inches of thread from the needle.

Threading the lower part of the machine is done in the following way:

1. Place the filled bobbin in the shuttle, if a shuttle is required.
2. Pull the thread through the slit in the shuttle and up to position place.
3. Place the filled bobbin in the bobbin case, and pull the thread back through the slit and into place, with at least four inches of the thread on top.
4. Close the bed slide, having the thread through the groove at the side.

In completing the threading of the machine, the balance wheel is turned, and one stitch is taken to bring the lower thread to the top. Both threads are pulled to the back. It is a wise procedure to test the stitching on two thicknesses of material before doing our real stitching. If we are not yet accustomed to sewing on the machine we should do some practice stitching. Making a tea towel and a pillowcase will give us further experience.

Things to do

1 Trace the path of the thread on the machine from the spool pin to the eye of the needle.
2 Thread the machine.
3 Test to see whether the stitch is correct.

6 How shall we care for the sewing machine?

There has never been a time when the care of machinery has been as important as it is today. We should each

of us feel a responsibility in keeping our sewing machines in good working order. A machine will not give good service if it is not properly cared for. Here are some rules we should carefully observe in order to get good service from our sewing machine.

1. When the machine is not in use, keep it as free from dirt as possible.
2. When we are going to use the machine, open it slowly and easily.
3. With a soft cloth wipe away all dust or lint that may have accumulated.
4. Check to see that no threads have been caught in the lower part of the machine.
5. Check to see that there are no loose parts or screws.
6. Oil is necessary for good service. Locate the places to be oiled and put a drop or two of oil in as needed.
7. After the oil has stood five to ten minutes, wipe off the machine with a soft cloth.
8. When the machine is put away, be sure the belt is released and that several thicknesses of cloth are placed under the presser foot.

A well-kept machine should be carefully wiped with a clean, soft cloth after it is opened and again before it is closed. A clean machine will not soil whatever we may be making and should be desired by everyone. Oiling the machine is important to keep it in good condition. Should oiling of machines be necessary, help will be given by your teacher or you may follow the instructions given in the sewing machine manual.

Things to do

1 Clean and oil a sewing machine.
2 Check and put the machine away.
3 List the precautions to be taken in putting the machine away after each use.

7 *How shall we choose our individual sewing equipment?*

• Hand-sewing equipment should be kept in a basket or box made especially for that purpose.

The machine with its many parts aids us in sewing both faster and more securely. However, before we sew on a machine we shall need to use other equipment in preparing the material for stitching, and we may even need to do some hand sewing. Each girl will need a box in which to keep her own sewing equipment. This will consist of needles, pins, thimble, scissors or shears, tape measure, pincushion, and thread. Needles can be purchased in different sizes ranging from 1–12, size 12 being the finest. When buying needles, it is best to buy a package of assorted sizes. For our work we shall use sizes 7, 8, 9, and 10. The following table shows the best size of thread to use for these needles.

Table of needle and thread sizes

Needle	*Thread*
10	100
9	70–90
8	50–60
7	40–50

A tape measure is used so we may make all our measurements exact. Choose one made of double cloth and stitched on both edges. It should be sixty inches long, with each inch marked in eighths. The tape measure should be numbered on both sides, with number one beginning at opposite ends.

Sometimes we may find it difficult to buy good pins. The most satisfactory pins are fine and sharp-pointed. Pins are commonly made of brass, although a few are made of copper. Much time and labor are used in their manufacture, and special attention should be given in caring for them. After pins have been used, we should put them in a pincushion, which has been stuffed with a material that we can stick through easily. Wool is better than cotton, and sawdust is very good. A pincushion may be bought or it can be made. A soft material should be used for the covering and stuffing.

Good scissors or shears are made from steel. For our work it is best to have a pair at least six inches in length. This is the longest scissors we can buy; anything longer is known as shears. To do good work, scissors or shears must be sharp and so adjusted as to work easily. They should be well cared for; we should keep them only for cutting cloth and be careful not to drop them.

Thimbles are made from many different materials, such as silver, brass, ivory, gold, and celluloid. Celluloid has been perhaps most frequently used in recent times. In selecting a thimble it is best to try it on, making sure that it is large enough to cover the end of the finger, but not too large to fit securely.

Cotton sewing thread is bought according to the number and color needed for the article on which you will sew. The table on page 93 will tell you the numbers of cotton thread commonly used. Number 40 is a coarse cotton thread and Number 100 is the finest.

Things to do

1 List the things you have on hand that you need for sewing.
2 Examine some needles and pins to see how they differ.
3 Try on some thimbles to determine what size you should wear.
4 Examine some spools of cotton thread of different numbers and notice the difference in the size of the thread.

8 *How shall we prepare the tea towel for hemming?*

In making a tea towel we should choose material that is soft and will take up moisture. Some like to use flour or sugar sacks, while others prefer to use a loosely woven bleached or unbleached muslin.

Many of you have seen your mother carefully straighten the edges of cloth in preparation for making some garment or household article. This is necessary if we wish to have a neat product. The material for the towel may be straightened with the thread of the cloth. The easiest and quickest way is to pull a thread from each side that is to be hemmed, and then cut on the line where the thread was pulled. This insures a towel with straight edges, easy to hem.

The hem is then made by turning the edge over between one-eighth inch and one-fourth inch and pressing it in place. Then another turn is made, one-fourth to three-eighths inch wide, and pressed in place. The hem should be kept as even as possible while turning, thus making easier the basting and hemming that will follow.

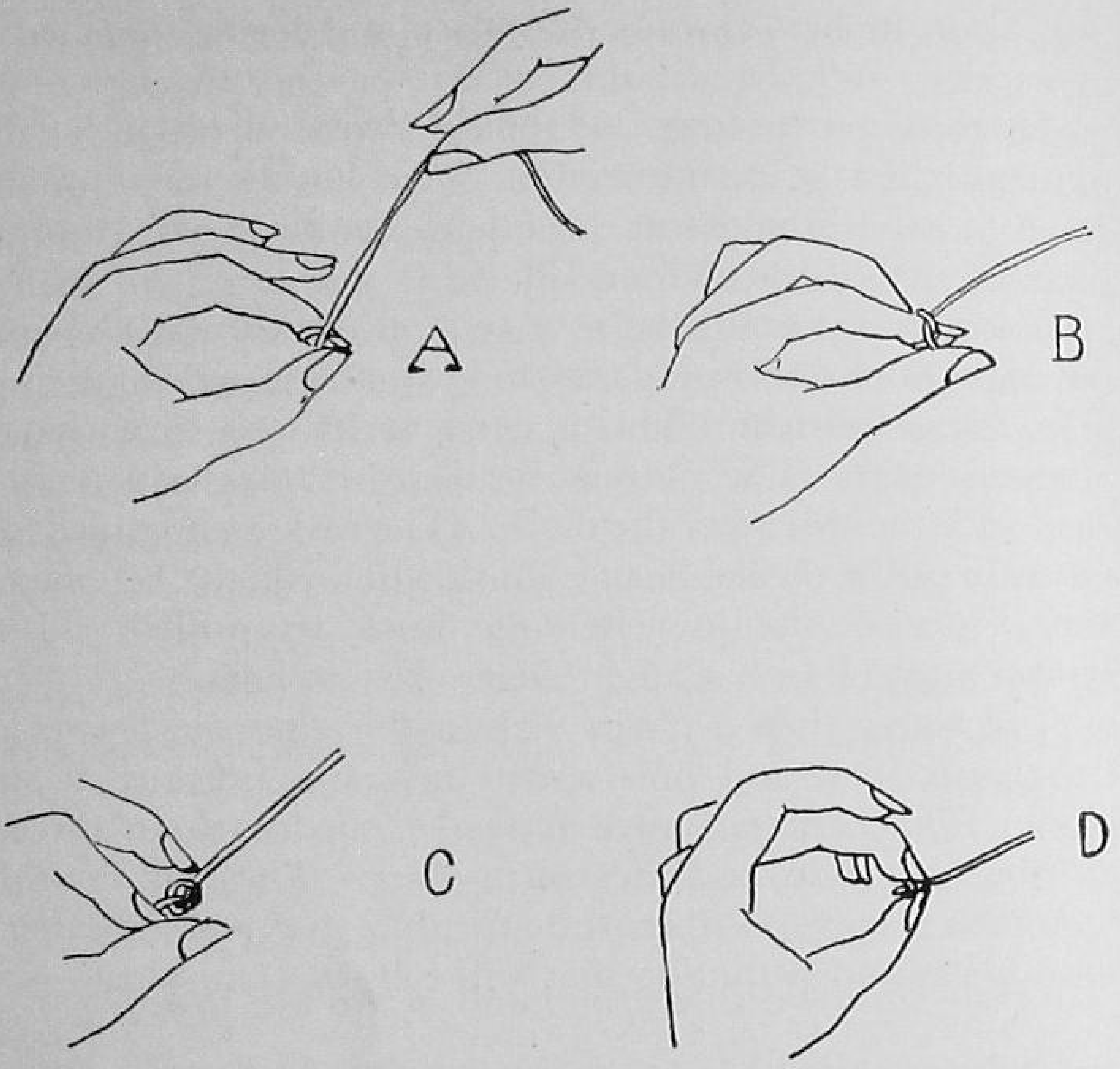
Things to do

1 Choose and buy material for a tea towel.
2 Straighten the edges of the material.
3 Turn and pin the hem in the material according to the directions.

9 *How shall we baste the hems in the tea towel?*

In earlier days, when hand sewing was a valued art, basting was but one important step in a series of hand processes. Much of the hand sewing has been replaced by machine stitching, but the importance of basting still remains. Basting is done to hold the cloth in place until it is stitched. It should be done as carefully as possible. In this problem we are going to baste the hem in our towel.

First we shall thread the needle with a thread about six-



• Learning to tie a knot in a thread end requires practice.

teen or eighteen inches long. The thread is placed through the eye of the needle and pulled through one-third the length of the thread. With the thumb and first finger of the right or left hand, make a knot in the end of the longer piece of the thread. To make the knot, place the end of the thread around the first finger, and with the thumb holding the thread against the first finger, bring the end of the thread over and under the thread.

The thimble, usually thought of by beginners as awkward to use, is a necessary piece of equipment for hand sewing. The thimble is placed on the third finger of the right hand. It should be tight enough not to fall off while in use, yet loose enough to feel comfortable on the finger. One can learn to use the thimble well only by practice.

After the hem is pinned in place, the needle threaded, a knot tied, and the thimble placed on the finger, we are ready to baste the hem. Place the threaded needle in the material and push it through by means of the thimble. Thus a stitch is taken in the side to be hemmed. Holding the towel with the wrong side toward you and in such a position that you will baste from right to left, take basting stitches about one-fourth inch long and just far enough from the edge so you will be able to stitch between the basting and the edge of the hem. When each side of the towel has been basted, it is well to press the hems with a moderately hot iron, pressing on the wrong side without the use of water.

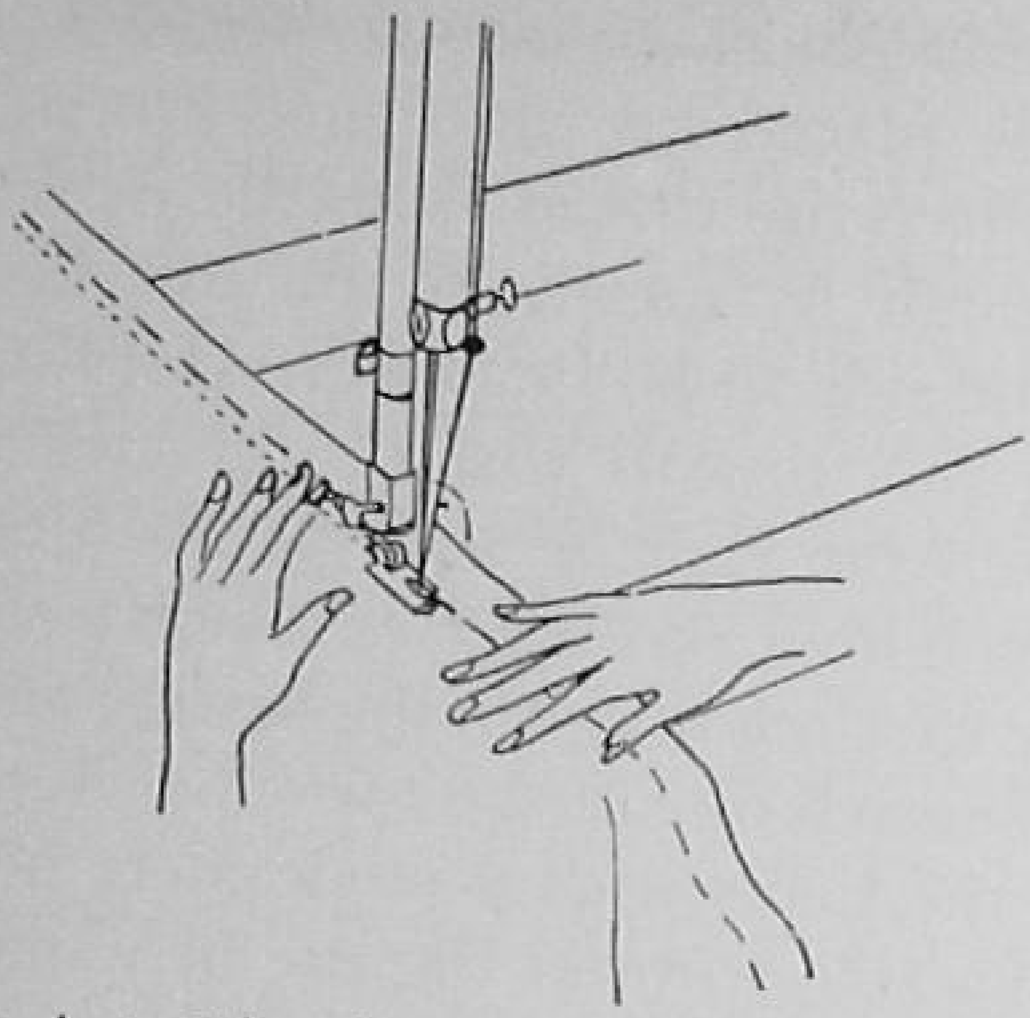
Things to do

1 Practice threading a needle and making a knot in the end of the thread.
2 Practice using a thimble.
3 Baste the hem in your tea towel.

10 *How shall we stitch the hems in the tea towel?*

Some people like to have the hems of their towels put in by hand, but this is neither a necessary nor practical procedure, especially for the busy person. Stitching a hem in neatly with the machine is wholly satisfactory. In doing this, be sure that the machine is properly threaded. You will recall that four inches of both threads are pulled toward the back of the machine. The towel is placed under the presser foot and the needle is brought through the hem in such a position that the line of stitching will be just inside the edge of the hem. The presser foot is lowered, the machine is started in motion, and the hem is stitched the length of the side.

When this is finished and the presser foot is raised, the thread is cut about three inches from the hemmed end. In order not to unthread the needle, the thread should be pulled out six inches before cutting.



• A straight edge with even stitching is a sign of good workmanship.

When the sides are hemmed, the threads at each end are tied, and the thread ends are clipped. All the basting threads are removed from the tea towel.

Things to do

1 Wind the bobbin, thread the machine, and pull threads into place.
2 Stitch the hems in the tea towel.
3 Tie and clip the thread ends close to the end of the stitching.
4 Remove all bastings from the tea towel.

11 *How shall we press and fold the tea towel?*

The neatly pressed and folded tea towel shows that careful work has been done. The first step in pressing is to dampen the towel with a wet cloth. Place the towel, right side down, smoothly on the ironing board with one edge near the edge of the board. Press on the wrong side with a moderately hot iron, then move the towel and press another portion. Continue this until all the towel has been pressed. Fold the towel in the middle with the wrong sides together and press the one side. Fold again and press both sides. The towel may be folded in any shape desired. Care should be taken that the corners and edges are even.

Things to do

1 Decide how to fold your tea towel.
2 Dampen and press the tea towel.
3 Press and fold the tea towel into the desired shape.
4 Figure the cost of the tea towel.

12 *How shall we purchase material for the pillowcase?*

The fabrics most commonly used for pillowcases are pillow tubing, muslin, and sheeting. All are made from cotton by the same method of fabric construction. Pillow tubing is woven in tube form and requires only a seam at one end and a hem at the other to make the pillowcase. Tubing comes in 36-, 40-, and 42-inch widths. The size of the pillow for which the case is being made determines which of these widths should be used. The width of tubing and pillows means the distance around. The tubing should be two inches wider than the pillow. The length of tubing needed for a case is estimated by measuring the length of the pillow and adding to that length an allowance of nine inches. This provides for the seam and a three-inch hem.

Muslin is slightly less expensive than tubing. It is woven flat, not tubular, in just one width, 36 inches. If a 36-inch pillowcase is wanted, the estimate for the muslin pillowcase is made in the same manner as that for a tubing case. To the length of the pillow is added a nine-inch allowance. With this material there will be an end and a side seam. If the case is being made for a 40-inch pillow, the width of the muslin must be used for the length of the case. The amount to be purchased is estimated by adding an allowance of three inches to the measurement of the width of the pillow.

Sheeting is not as commonly used as either muslin or tubing, but might be economical if odd-sized pillowcases are desired or if the width of the sheeting divides evenly into a given number of pillowcases.

Things to do

1 Examine some pillow tubing and some muslin. Decide which you will use.

2 Determine the amount of material you will need for a pair of pillowcases.

3 Figure the cost of a pair of pillowcases made of tubing; of muslin.

13 *How shall we prepare the material for the pillowcase?*

In preparing the material for making a pillowcase, the material must be straightened. A thread is pulled across one end, and from this line the proper length is measured and another thread is pulled. The material is then cut on the lines where the threads were pulled. This procedure is followed for cases made from muslin and tubing. When sheeting is used, it is necessary to pull and cut threads for both the length and the width of the case. When the proper size is obtained, the fabric should be pulled into the correct shape. It is a good practice to press the material to iron out all wrinkles.

Things to do

1 Straighten the ends of the material for your pillowcase.
2 Pull the material into the proper shape.
3 Press the material.
4 Measure the length to see whether it is correct.

14 *How shall we make the seams in the pillowcase?*

In making the pillowcase, we shall use tubing, muslin, or sheeting. Muslin and sheeting require both a side seam and an end seam, while tubing needs just the end seam. A desirable seam for the pillowcase, whether end or side, is the plain seam stitched twice. This type of seam is simple to make and is strong. For the beginner it gives good practice in stitching.

Making the plain seam is best done in the following way:

1. Fold the material in the proper shape with the right sides together.

2. Pin the edges in place with the pins at right angles to the edge and three or four inches apart.

3. Baste ½ inch from the edge with small basting stitches.

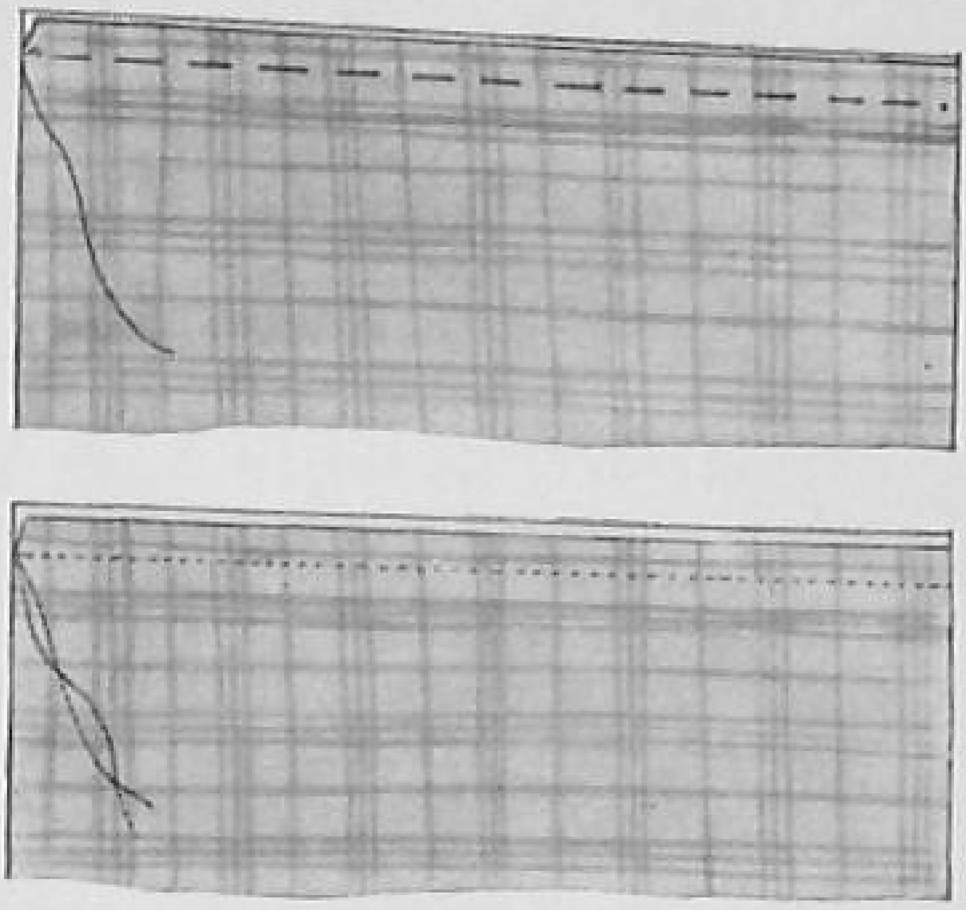
4. Remove the pins.

5. Stitch close to the basted line.

6. Stitch a parallel row, ¼ inch from the first stitching.

7. Remove the bastings and tie the threads.

8. Press the seam flat.



• The plain seam basted and stitched.

Things to do

1 Make the seams in your pillowcase.

2 Remove the bastings from the seams of your pillowcase.

3 Press the seam of your pillowcase.

15 *How shall we hem the pillowcase?*

The hem of a pillowcase may add to or take away from the appearance of the case. Generally the wide hem of three inches is regarded as desirable. The hem should be made carefully and accurately.

Make a gauge for measuring the width of the hem evenly all around. Use a piece of cardboard two inches wide and five inches long. Measure on the cardboard the width of the desired hem, and cut a straight slit three-fourths inch in. Draw a diagonal line down to the end of the three-fourths-inch slit. Cut on the line.

The procedure in making the pillowcase hem is as follows:

1. Turn the first fold to the wrong side one-fourth inch and crease.

2. Using the gauge, turn the second fold to the wrong side the desired width of hem and crease.

3. Pin the hem in place so that the threads of the hem are straight.
4. Baste close to the edge of the fold.
5. Remove the pins.
6. Stitch on the edge of the first fold.
7. Remove the bastings and tie the threads.

The pillowcase is now ready to be pressed and folded.

Things to do

1 Decide upon the width of hem you want in your pillowcase.
2 Make the hem in your pillowcase.
3 Tie the thread ends.
4 Remove the bastings.

16 *How shall we press and fold the pillowcase?*

Many of you have seen bed linens folded and carefully put away in a closet and have admired the orderly stacks of neatly folded articles. You would like the pillowcase you have just made to be pressed and properly folded to place in such a stack.

The same method of dampening will be used as that used when we pressed the tea towel. Our next step in pressing will be to press the hem on the wrong side, holding the pillowcase open as we press. When this is done, place the edges of the hem together with the side seam straight, or with the fold straight if tubing has been used.

Beginning at the closed end, press on the right side the entire length and width of the case. Then fold it in half, parallel to the hem, with the pressed side folded in. Press on the side of the closed end, then fold in thirds lengthwise, pressing each side as you fold. This is an easy and desirable way of folding pillowcases, although there are several other ways that may be used. The storage space for the pillowcases may determine the method you will choose for folding them.

Things to do

1 From pictures in magazines, and from the way you have seen pillowcases folded, decide upon the way you will fold your pillowcase.
2 Press and fold your pillowcase.

17 *How shall we judge the pillowcase?*

There is always great satisfaction in knowing that a piece of work has been well done. Even though we may be just learning to sew, it is desirable to judge our work if we are to know how to improve it. Whatever we may make, there are certain items to be considered when we score the finished piece of work. The following items on which we may judge the pillowcases are suggested:

Material	*Workmanship*
Firm	Seams on the straight of the material
Soft	Straight stitching
Free from starch	Second stitching parallel to first
Cleanliness	Straight hem
	Hem stitched evenly
	Neatly folded
	Well pressed
	Bastings removed

Things to do

1 Examine some pillowcases and decide whether yours seems as well made.
2 Judge some pillowcases according to the standards you have set up.
3 Score your pillowcase.

Things to do at home

1 Practice stitching on the machine at home.
2 Make several tea towels or hand towels.

3 Make a pillowcase to match the one you made at school.
4 Make a simple laundry bag.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

5

Making our own room livable

WE ALL WANT a room of our very own: a place where we may enjoy our treasures (which may not seem like treasures to anyone else), have our favorite books, or experiment with colors we think we will enjoy; a place to be alone; a place where we may rest, study, grow, and dream our dreams of what tomorrow will bring. Perhaps not all of us are so fortunate as to have such a room yet. We may have to share a bedroom with a sister.

Such an arrangement may present some difficulties, since we may not have the same ideas of what the room should be like. We may not like the same colors, we may not choose the same arrangement, nor even have the same ideas about order and cleanliness. Even so, because the room is partly our own, we have a pride of ownership in it. Reaching an agreement with sister on matters concerning the room may help us learn more about getting along with people successfully. We must first determine what we believe is needed to make the room livable; then present the advantages of the new plan to sister, and make any changes necessary for joint agreement. This takes time out to think in terms of "ours" instead of "mine," but it means growth for us.

We want our own room to be convenient and attractive, clean and orderly. We want it to express our personality including our thoughtful consideration of others. We know that wanting doesn't bring results. We must study and work to make the room we *want* out of the room we *have*.

1 What makes an attractive and convenient room?

To be attractive, a room must be orderly. More important than its fine furniture, beautiful window curtains, and modern carpets is *order*. Yet this costs nothing but effort to obtain. We may well say with the poet:

> Order is a lovely thing,
> On disarray it lays its wing,
> Teaching simplicity to sing.
> It has a meek and lowly grace,
> Quiet as a nun's face.
> Lo—I will have thee in this place.[1]

Cleanliness also affects the appearance of a room; it always seems to be related to order. Cleanliness and order make for health and peace, we are told. Cleanliness, like order, costs little but effort to maintain.

Furnishings which are in good taste help make the room attractive. There should be a pleasing use of color that would add to our enjoyment. Since our room is a bedroom, meant to be a place of rest, the main color note should be light, simple, and restful.

If the room is to be convenient, it must have the furniture and furnishings needed for the purpose it serves. Our own room is a place for sleeping, resting, dressing, and caring for clothes. It is a place where we will study, read, and write letters, and frequently, when some member of the family or a chum comes in for a chat, a place where we will visit.

So we will need furniture for sleeping and resting: a bed, a bedside table, a rug, and a lamp. We will need furniture that will make dressing convenient: a dresser or a dressing table with storage space for our toilet articles, a mirror, such small things as we enjoy, and a clothes closet for storage of clothing. We desire furniture that will make

[1] Anna Hempstead Branch, "The Monk in the Kitchen," *The Shoes That Danced*. Houghton Mifflin Co., Boston.

COURTESY H. ARMSTRONG ROBERTS

• Sharing a room with sister may call for some special arrangement of furniture, decorations, and storage space. But our aim will be to have our room—shared or not—attractive and convenient, clean and orderly.

study and reading easy. For this we will want a table or a desk; a chair; a study lamp; and real equipment of books, ink, paper, pencils, pen, and such other articles as are necessary for our "brainwork." A comfortable chair and a bookshelf add to the appearance and convenience of the room and provide for the comfort of the family member or chum who drops in for a chat.

The curtains we put at the windows, the rugs we put on the floor, and all the "gimcracks" we put about or put away affect the sense of repose in the room. If we have too many extra, meaningless things, we will create a sense of confusion that will be wearying. If we have too little interest in the room, it will convey a sense of impersonal emptiness rather than pleasant repose.

COURTESY CHRISTIAN SCIENCE MONITOR

• A beautifully curtained window adds charm to a room and emphasizes the attractiveness of the view beyond its panes.

Things to do

1 List the pieces of furniture that you now have in your bedroom.
2 List other pieces you would like to add.
3 Write out your plan for the care you give your room before you come to school.

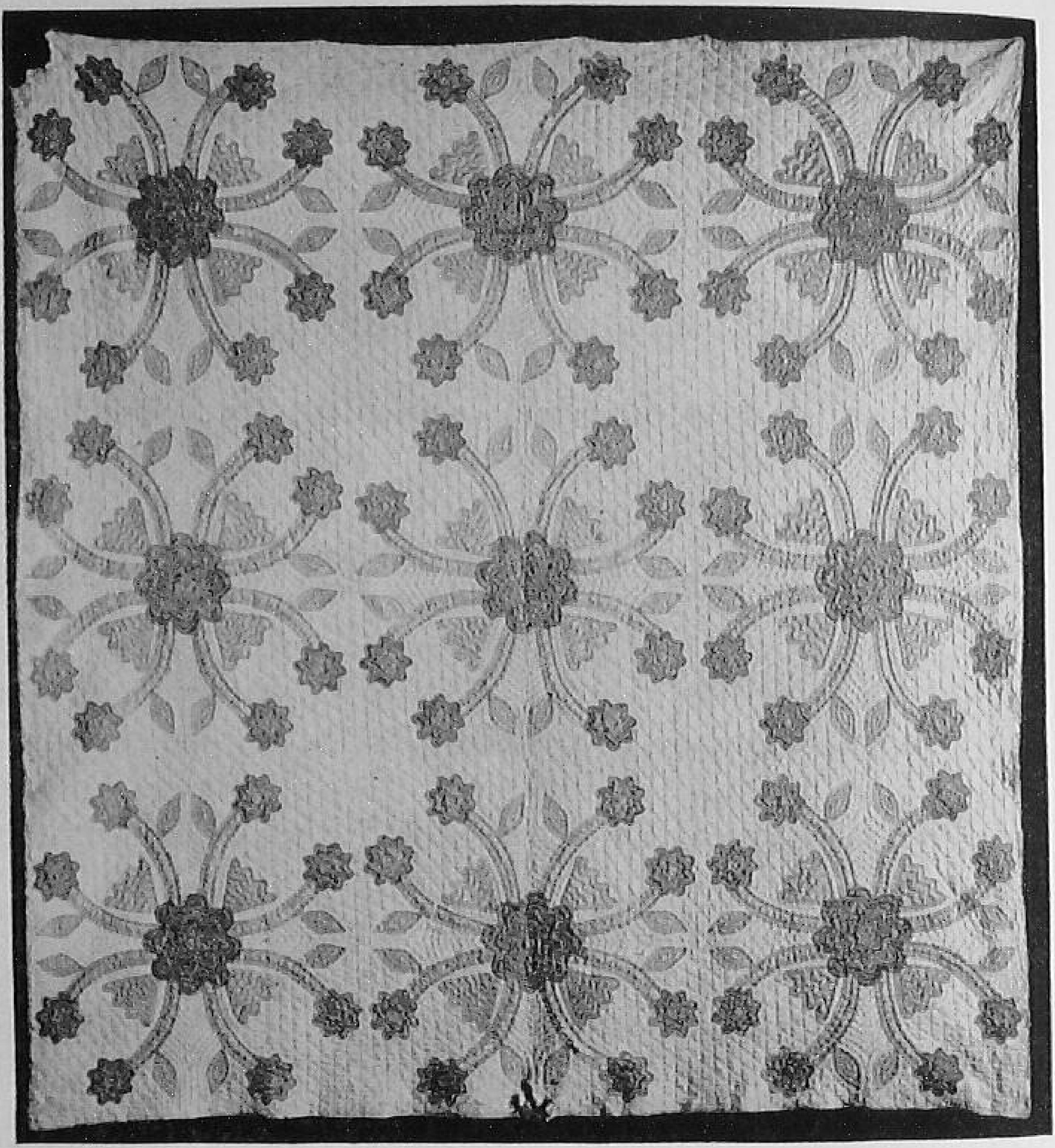
2 *How can we improve the furnishings in our room?*

A few days ago Anne commented about her room: "It looks awful! Now, if I could just have a new maple set such as I saw in the window at Burter's!" The "new maple set" costs so much that it is out of the question for most of us. We have the interesting and more difficult task of planning to improve the furnishings of our room at little, if any, cost. Perhaps the first thing to do is to look critically at each article in the room to see if it is useful and if it is beautiful. If we find that one wall holds a collection of canes and stuffed dolls and animals won at a carnival last year, we can say:

> Beautiful, what?
> Useful? No!
> All of it's trash—
> Out you go!

Just clearing away useless, ugly articles helps to bring a sense of quiet into the room and improves our furnishings.

Perhaps as we look at the articles of furniture that we really need we find the various pieces are quite different in type. There isn't much we can do to fit a walnut dresser, a bird's-eye maple bed, and a painted rocking chair into a "happy family" group. Then we can go to the attic, the basement, the sleeping porch, and the back hall, looking for "relatives" of the pieces of furniture we like best in our room. If we find pieces that seem to fit together better than those the room now has and it will not interfere with any other family member's interests, we may ask permission to change.



COURTESY MUSEUM OF FINE ARTS, BOSTON

• Since Colonial days, many girls have added to the attractiveness of their rooms with quilts of elaborate or simple designs.

We may get a comfortable cot from the sleeping porch and use a pretty colorful quilt for a cover. Then we will see if we can get father to unscrew the upper part of the dresser and make a chest of drawers with the mirror separate above it. For the painted chair, we may add a cushion and a tie-on back cover made of fabric in some color that fits into the color scheme of the room.

If we do not have a desk and bookshelves, possibly father or brother will help us make them from an old com-

mode or from some boards and an old kitchen table. These may be made fresh and attractive by the use of paints. Even a wide study-shelf, put on substantial brackets, with smaller, narrower shelves for books placed conveniently above it, will serve our needs nicely.

Next we can give thought to the pictures and small furnishings that we have used to make the room our own. There are three questions which we will ask in choosing furnishings that will make our room both convenient and attractive.

Does this have beauty?
Does it fit here?
Is it one thing too much?

Too many pictures and too many trinkets will spoil the effect we desire, so we will keep only a few of the best. We will check the height at which the pictures are hung. If they are too high, they will seem to pull us up; if they are too low, the effect is not pleasing. They should be hung so we can seem to look right into the center of them. If we wish to use two or more smaller pictures instead of one large one in a wall space, those should be grouped together to make a unit. They may have the same line for the upper edge of the frame and be so placed that we do not have to go "hop, skip, and jump" in our minds when we see them.

Now let us look at our clothes closet to see if it could be improved. It may be that our room has no closet space. Then it is our problem to arrange to have some. Later we will learn some ways that girls have followed to provide a substitute for a clothes closet. Perhaps there is a clothes closet which has no place for hanging clothes except on hooks around the walls. In such case, we will want to put in a clothes pole and some racks for our shoes. A shelf for hat boxes will help us to keep our hats in good shape, and a hook on which the laundry bag hangs will surely keep much litter from the floor.

After we have thrown away everything that is neither

lovely nor useful, have checked to see if there is furniture in the home that would match up better for our room, and have seen that the pictures and other ornaments have been well placed, perhaps it is time then for us to think of what we would do to our room if we had some money to spend. Let us plan what fifty cents would do; what two dollars would do; and what five dollars would do. If we can plan the spending of these sums wisely, and are really interested in improving our furnishings, perhaps we shall find a way to earn the money to go ahead, step by step. That is a slow way, of course, but it really brings the most fun. There are things we can plan to make that will add to the charm of our room. Girls of long ago made quilts that are still cherished for their beauty and their fine stitchery.

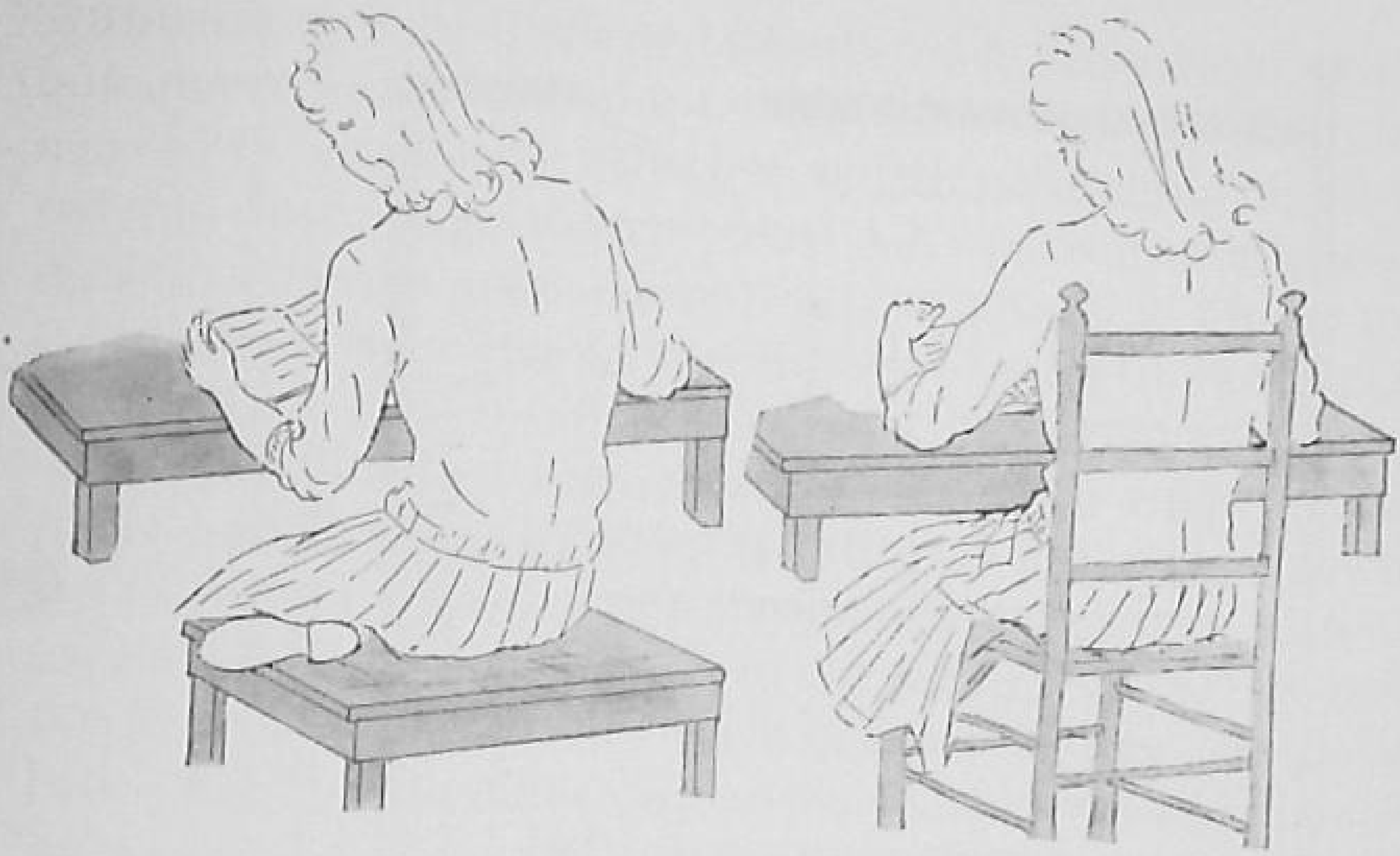
Things to do

1. With the list of furniture completed, check the articles really needed in your room.
2. Plan ways that you might improve your room to make it more easily cared for.
3. Make a plan for improving the furniture you have in your room.

3 *How can we improve the arrangement of our room?*

We have already said that our own room should have furniture in it to meet certain needs. Do you remember what these needs are? Sleeping, dressing, studying, and often reading. For sleeping we need a bed, a bedside table, a rug, and a lamp. For dressing, we need a dresser or a dressing table, a mirror, a stool or chair, the small ornaments that make the room cheery, and a clothes closet. For writing and study, we need a table or desk, a chair, a study lamp, and some shelves for our books. For reading and for friendly visiting, we need a comfortable chair, possibly a magazine rack or an end table with bookshelves, and a lamp.

We want the arrangement of furniture to be such that it will be convenient. We want good lighting for each ac-



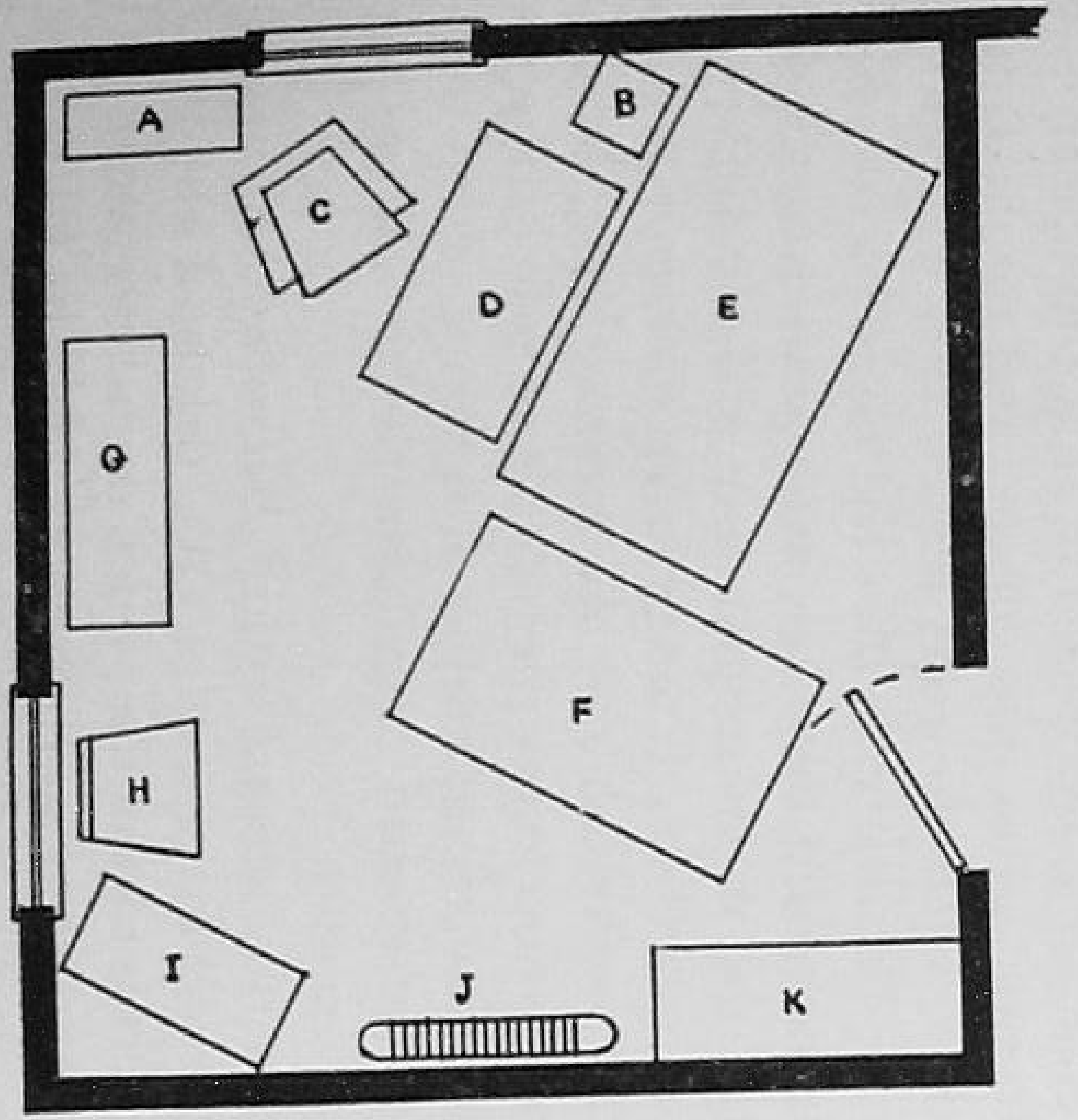
• The study table should be the right height. If it is not, we tie ourselves into hard knots and soon become weary.

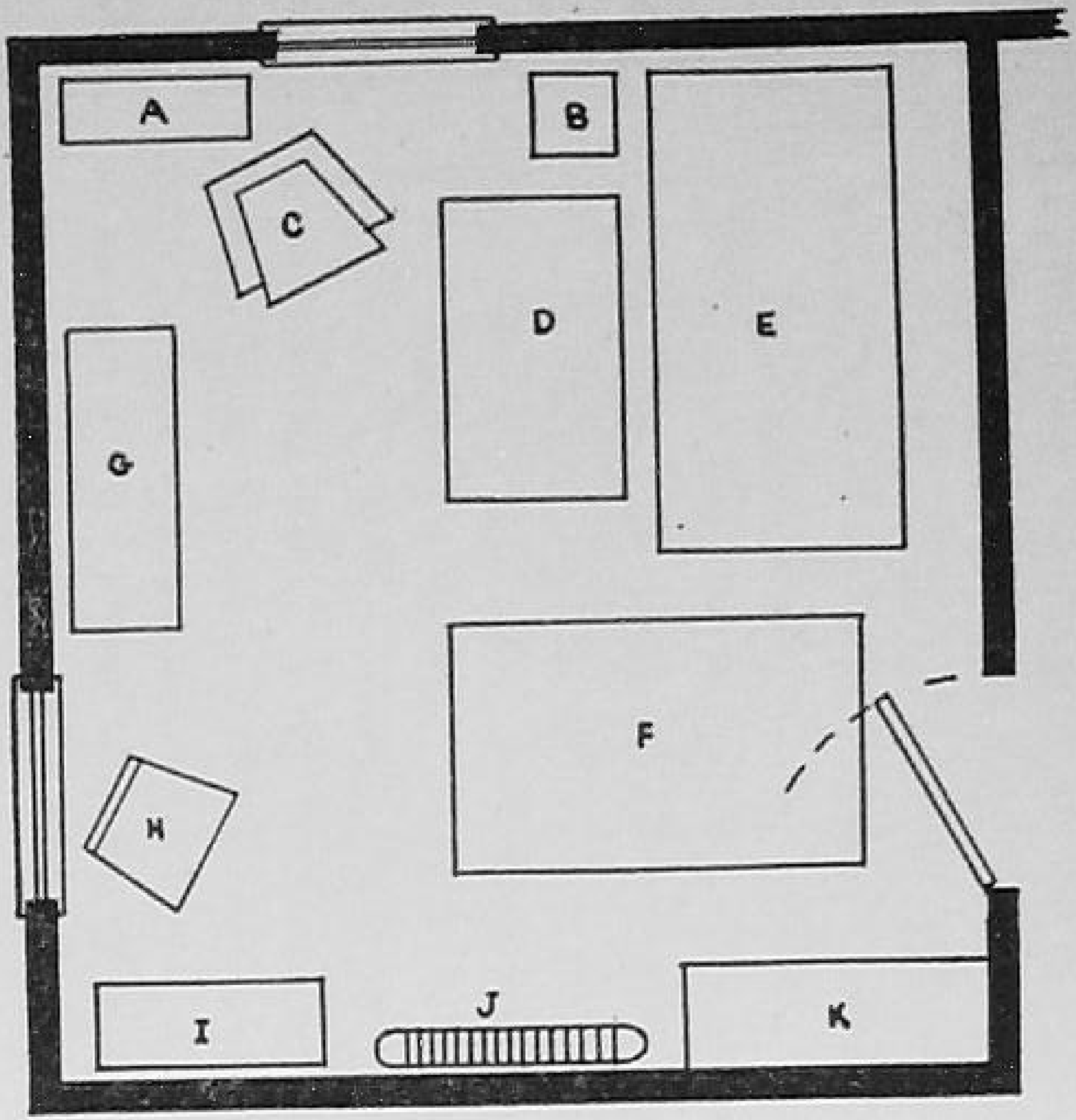
tivity in which light is important, such as studying, reading, and dressing. We will want a good supply of fresh air.

Now let us look at our room. We want a sense of order in it. If this is lacking, we may find that the reason is that we have the dresser across one corner, and the bed jutting out from another, with the rugs placed this way and that. If we arrange the furniture so that the large pieces, such as the bed, the dresser, and the rugs, are parallel to the walls, we will find that the room seems more orderly and restful.

Our first rule will be: *Arrange large pieces of furniture and rugs parallel to the walls of the room.* Next, let us see if we have crowded too many pieces to one side of the room so that the other side seems empty and about to tip up. If this is the case, we should distribute the groupings more evenly.

This gives us our second rule: *Balance the furniture arrangement as well as possible.* We think of the groups of furniture in terms of the use which each is to serve. The dresser should be placed so that good daylight falls on the person dressing, and not on the glass alone. The chest of





• Can you explain why the chart at the left illustrates a poorly arranged room, and the one at the right a well-arranged room? The letters represent the following pieces of furniture: *A*, bookcase; *B*, bedside table; *C*, easy chair; *D*, rug; *E*, bed; *F*, rug; *G*, dresser; *H*, chair; *I*, desk; *J*, radiator; *K*, closet.

drawers should be so located that one may pull out a drawer without blocking a door or window or bumping against the bed. The bed should be placed so that the sleeper gets lots of fresh air without drafts. The bed should not be poked back in a corner just because that "looks well." The study table should be so placed that the light comes from the left, so that one doesn't need to write in her own shadow.

From these statements, we draw our next rule: *Furniture should be so placed that it will serve well its use.* Not always can we put furniture just where we wish. Doors and windows must be considered in its placement. Sometimes there are so many of these that it is hard to get a sense of being alone; sometimes the openings are so few that a room seems to be a cell. We are fortunate if our room is pleasantly supplied with well-placed windows and has only two doors—one to the closet and one to the hall.

Things to do

1 Make a drawing of the arrangement of furniture in your room.
2 Make a drawing showing a different arrangement.
3 Decide which arrangement is better for you. Why?
4 Check the height of your study table. Does it need to be higher? Lower? Plan to adjust it, if necessary.

4 *How can personality be expressed in a room?*

If we look around at our classmates, we will see many different personalities. Mary Jo is athletic. She likes things that smack of the out-of-doors. No frills or elaborate trimmings for her! Janice is studious, a regular bookworm. She likes the quiet order and the soft, subdued colors of the library. Rosemary is little, dainty in face and person, and has a secret desire to be a moving picture star some day. Every once in a while she breaks her mother's rule that she is not to "experiment" with perfume yet. She is interested in her hair, her skin, her eyelashes—everything that seems to offer any promise of making her face more beautiful. There are many other different personalities among us.

ALL PICTURES COURTESY ART INSTITUTE OF CHICAGO

• Copies of famous paintings may be your choice of pictures for your own room. Shown here are: *A Rainy Day* by Frank Weston Benson (top left); *Alice* by William Merritt Chase (top right); *Young Girl at an Open Half-Door* by Rembrandt (bottom left); *Flambone Head, England,* by Winslow Homer (bottom right).

Now, what have we all in common that we want our room to express? We all enjoy freshness, cleanliness, and order. We all seek peace and rest, cheerfulness and joy. We make our room express these things first; then next we will want it to reflect our own individuality.

In the expression of peace and rest, cheerfulness and joy, color plays a large part, just as it does in expressing our individual selves. So the most important thing in making our

room express our personality is the choice of a color scheme. There are many things to consider in making this choice.

In arranging any room, we may have to try several times in order to find the grouping that is fully satisfying. But if we find one arrangement we like very well, that is worth all the pulling and tugging.

Soon we find that colors also have "personality." Red and yellow are termed "warm colors," and blue is called a "cool color." If our room is sunny, we will not wish to add warmth. If our room is on the north and has only one window, we will not wish to add "coolness" to its effect. We find that colors are quiet, strong, dull and soft, or bright. With colors, as with people, we can have much more of the quiet than we can of the noisy or strong without becoming weary of it. As we study the room, we will decide what general color effect we think will be most desirable. Then we find out what we have to build on in the walls, woodwork, and floor of the room. If these are not to be changed, we will see what colors there are already in the room and then build the rest of our color scheme about these. If our color scheme is good, it will contain several colors.

Some one color will be more outstanding than the others. Perhaps yellow is the color we plan to use as our keynote. If the walls are a soft tan and the woodwork is ivory, both will have some yellow in them. If the floor is oak or waxed pine, it will have some yellow in it. The window curtains may be of sheer material in a soft yellow. If we do not have any contrast, but have the whole room in yellow or green, we would feel as if we had been trapped in the cap of a daffodil or in a dense thicket in the woods. We would struggle for release and not enjoy our room at all.

To keep the room from giving this effect and becoming tiresome, small amounts of color most unlike yellow may

be used for contrast. Perhaps as we look at our room we may find that contrast is lacking to make it cheery and bright. Then we plan to provide contrast in our choice of small furnishings and ornaments. Pillows, dresser scarfs, table runners, and chair pads may all be used to give a note of contrast, or to repeat, perhaps in a stronger way, the color of the room. What color you want, what color the room will take, and how contrast can be given are all questions we must decide if we are to express ourselves successfully.

Our choice of pictures, vases, and small pottery figures ranks next to the color scheme in our plans for self-expression. We may choose to use enlarged photographs of scenes in the mountains where we spent our vacation, dainty colored prints of flowers, or copies of famous paintings. The picture should please us in subject and in color, or it does not really "belong" in our room.

If we have an opportunity to select new furniture, we express ourselves in our choice. A simply designed article of good lines, workmanship, and wood tells of our belief in sincerity and steadfastness. An article adorned with many patches of different wood shows our belief in surface values. Our choices do reveal our personalities.

We know, too, that the care we give our room expresses our own selves, just as truly as do the things we buy to put in the room. If we live in a room with pictures to one side, dust everywhere, soiled clothes kicked under the unmade bed, and the study table in a litter, we become indifferent to order and cleanliness. If we keep our room tidy, clean, and orderly day by day, we express our appreciation of tidiness, cleanliness, and orderliness, and our desire for the rest they help to bring.

Things to do

1 List the things you have in your room that really express you.
2 Using colored paper, make a chart showing a harmonious color scheme for your room.

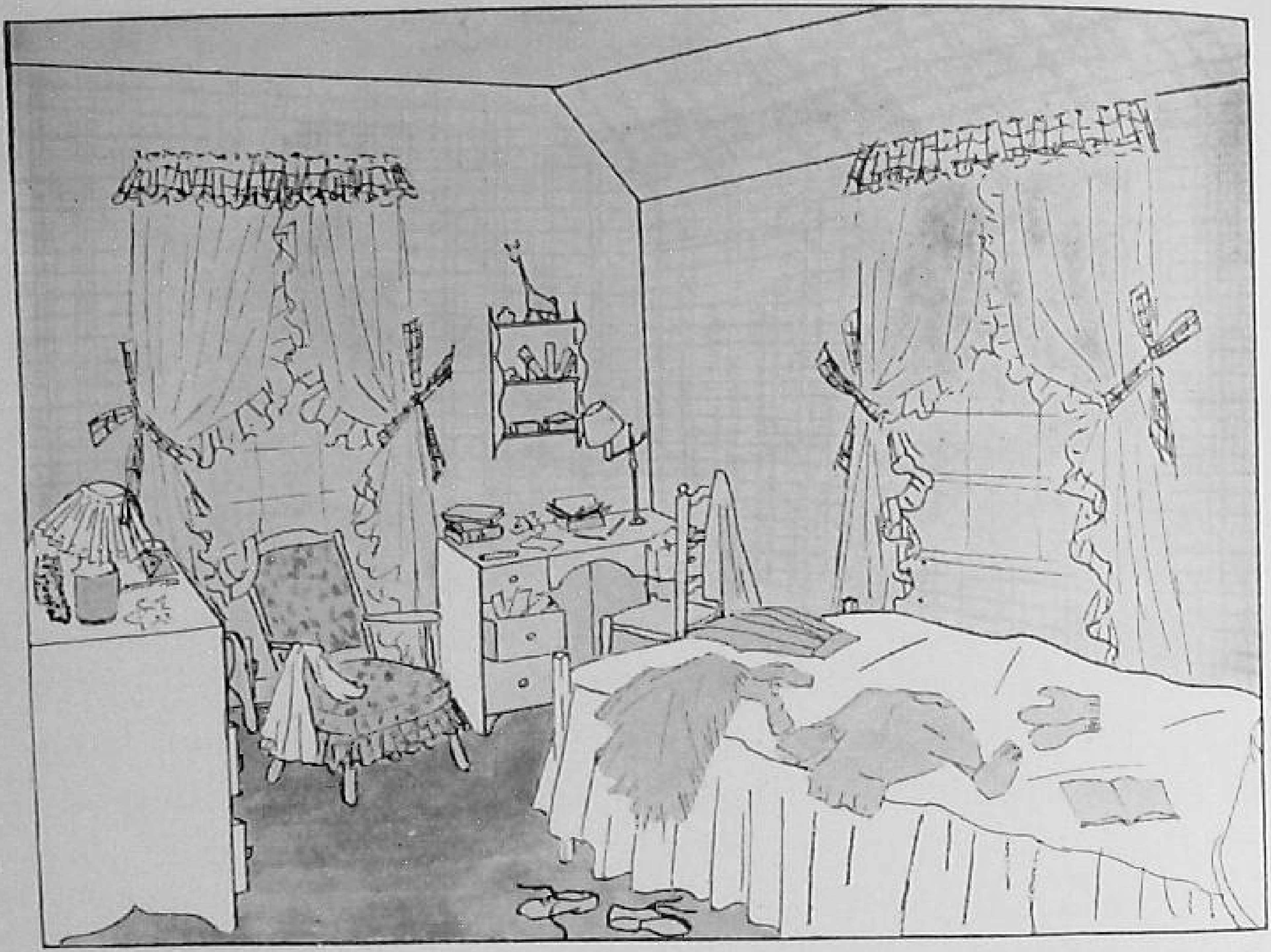
COURTESY THE CHRISTIAN SCIENCE MONITOR

• "Now, if I were you . . . !" Chummy visiting with mother and other members of the family is encouraged by a comfortable chair, well-placed, in a room of our own.

3 Collect prints of five or more pictures you believe suitable for your room. Choose the one you like best and write a paragraph telling why you like it.

5 *How shall we arrange the tops of our study table and dresser?*

We have all studied with some girls whose desks were so arranged that the business of studying seemed easy. There was space to work, the supplies needed were conveniently at hand, and the light was good. Perhaps some of us have



• It is difficult to live and think in an organized way when one occupies an untidy room.

studied with other girls and have had a very different experience. Only the edge of the table was free from piled-up papers and books; the pencil sharpener was in another room; there was no paper at hand; and the light was so dim that our eyes became tired before an hour had passed. Experiences such as these should make us look more carefully at the working surfaces of our study table and other flat surfaces in our own room. Before anything is given a place on study table, shelf, or dresser, we should know that it is useful or beautiful or both. If we accept the "useful or beautiful or both" rule we can make short shift of such a litter as last semester's examination papers, railroad timetables from last summer's trip, and empty ink bottles.

Next we should ask, "Does this belong *here?*" A handkerchief box may be both beautiful and useful, but it should not be on top of the study table. A dictionary is very important to the schoolgirl, but it does not "dress up" her

dresser. It does not belong there. When we have right things in the right places, we should look at them to see if there are too many things for the space. A dresser top crowded with articles that may belong in or on the dresser still does not present a pleasing appearance. Let's put some of the stuff away in drawers and leave only a few things out. A few articles can be brought into a simple, orderly arrangement which has good balance. You remember that if all the heavy pieces of furniture were placed on one side of the room it seemed as if it might tip up. The same effect will be felt if we place most or all the articles on one side of the top of our dresser or table. We may balance one heavy article by another, or by two lighter ones. We want to place the articles far enough back from the edge so that they will not fall off or appear to be ready to fall off.

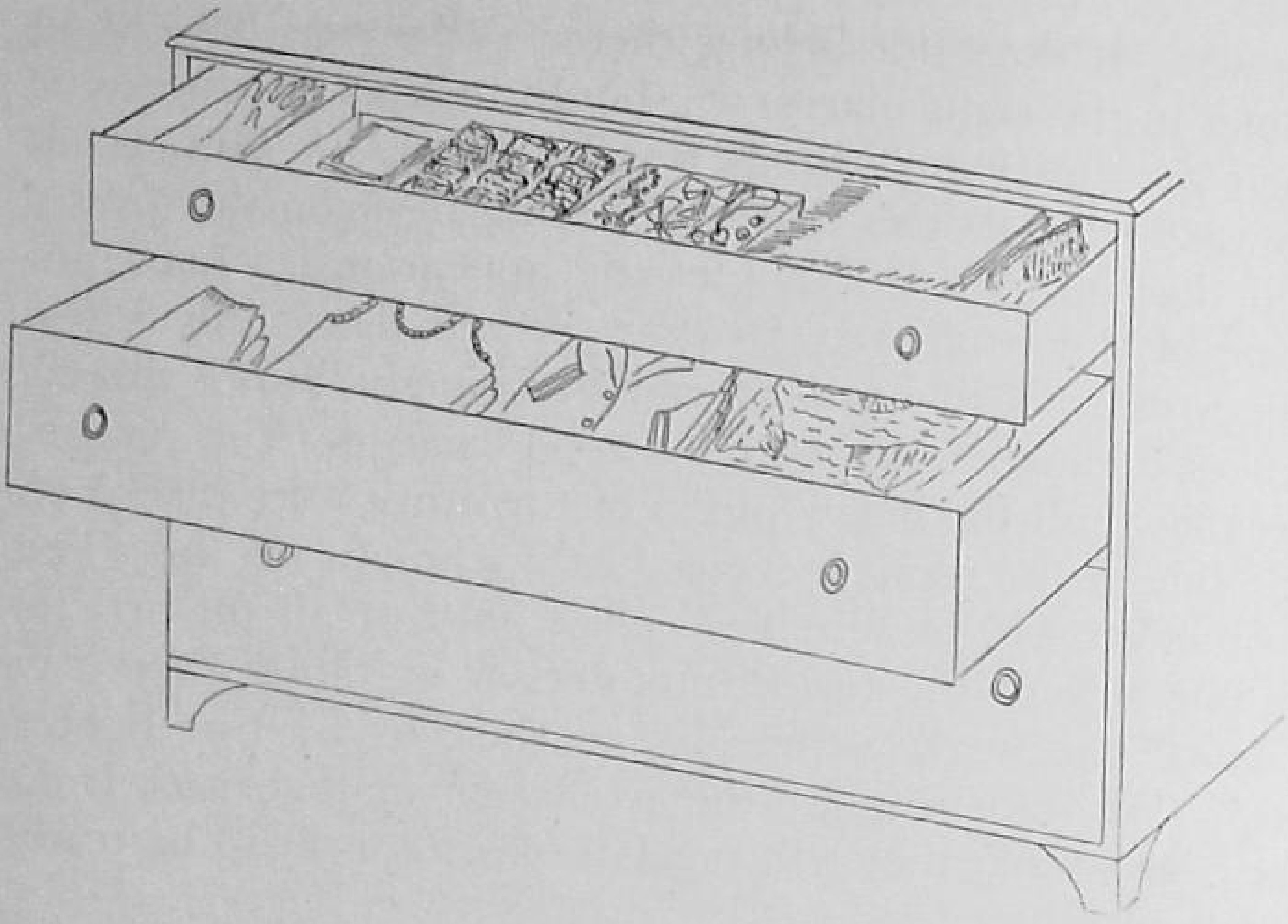
In order to find the arrangement that we like best, several different arrangements must be tried. When we find one that satisfies our sense of balance and our desire for pleasing color combination, we should consider it carefully. If it is simple, orderly, and well balanced, we will enjoy living with it and can regard it as a success.

Things to do

1 Make a sketch showing how the tops of your study table and dresser are arranged.
2 Make a second sketch indicating how you might improve this arrangement.

6 *How shall we arrange the storage space in our room?*

Perhaps the term "storage space" seems strange when applied to our own room. Some of us may think of storage space for desks and other school equipment in the furnace room at school. Others may think of the storage space in the basement at home where the porch swing and lawn chairs are stacked in the winter. Of course, we have noth-



• A well-arranged dresser drawer helps us to keep our room in order.

ing like these in our room. The storage space we need is different, because of the sort of things we want to store or put away. The storage space in our room includes the drawers of the dresser and dressing table, and the clothes closet. The dresser drawers or chest of drawers usually hold the toilet articles, including comb and brush, powder and rouge, handkerchiefs, and gloves; such dress accessories as beads, bracelets, and clips; and underwear, including panties and slips, pajamas, hose, and similar articles. Possibly certain drawer space is given over to the storage of the past season's clothes. Our question is how we can arrange the available drawer space so as to take care of all these things, and have them easy to find and convenient for use. The following rules will help us:

1. Things frequently used should be put together in a place easy to reach.
2. Similar articles should be put together.
3. Small articles should be put in boxes or containers.

4. Things easily soiled should be wrapped or put in boxes.

5. The arrangement should be such that "pawing" is unnecessary.

As we apply these rules we find that the top dresser drawer is well suited to the storage of the comb and brush, cold cream, powder, and other toilet articles. They are alike in their purpose and are used frequently. It would be absurd to bend double several times a day to reach for a comb or a powder puff. We can well make a plan of the arrangement of the top drawer so that it will also contain a handkerchief box and other necessary boxes. Possibly there will be room for a glove box if we plan carefully.

The second drawer is a convenient place for the storage of such things as hose, panties, pajamas, and slips. These we shall stack neatly so that when the drawer is pulled out we can see what we want to take out without "pawing."

Because the lower drawer is the least convenient, it can be used to store garments of the past season. It may be packed full of neatly folded garments and covered with tissue paper or a towel to help keep out dust.

Careful thought should be given the arrangement of the closet. Provision should be made for all the clothes that are to be kept in it. Dresses, coats, blouses, and skirts are hung on hangers and placed in the closet. Best dresses and those used only occasionally should be hung to the back so as not to be brushed against when dresses are taken out and put in daily. Shoe racks or shoe boxes are useful for the storage of shoes.

Hats may be stored in boxes placed on shelves, put on hat stands, or hung on hooks. They should be placed high enough so they are not likely to be knocked off when clothes are being taken from the closet.

Both the drawer space and the closet space should be kept in order. Order saves time, fuss, and worry, and adds greatly to the appearance of the room.

Things to do

1 Plan the best way for you to arrange the storage space in your dresser drawer or in any other drawer.
2 Plan how to make the best use of the closet in your room.
3 Try your plans to see if they work out satisfactorily.

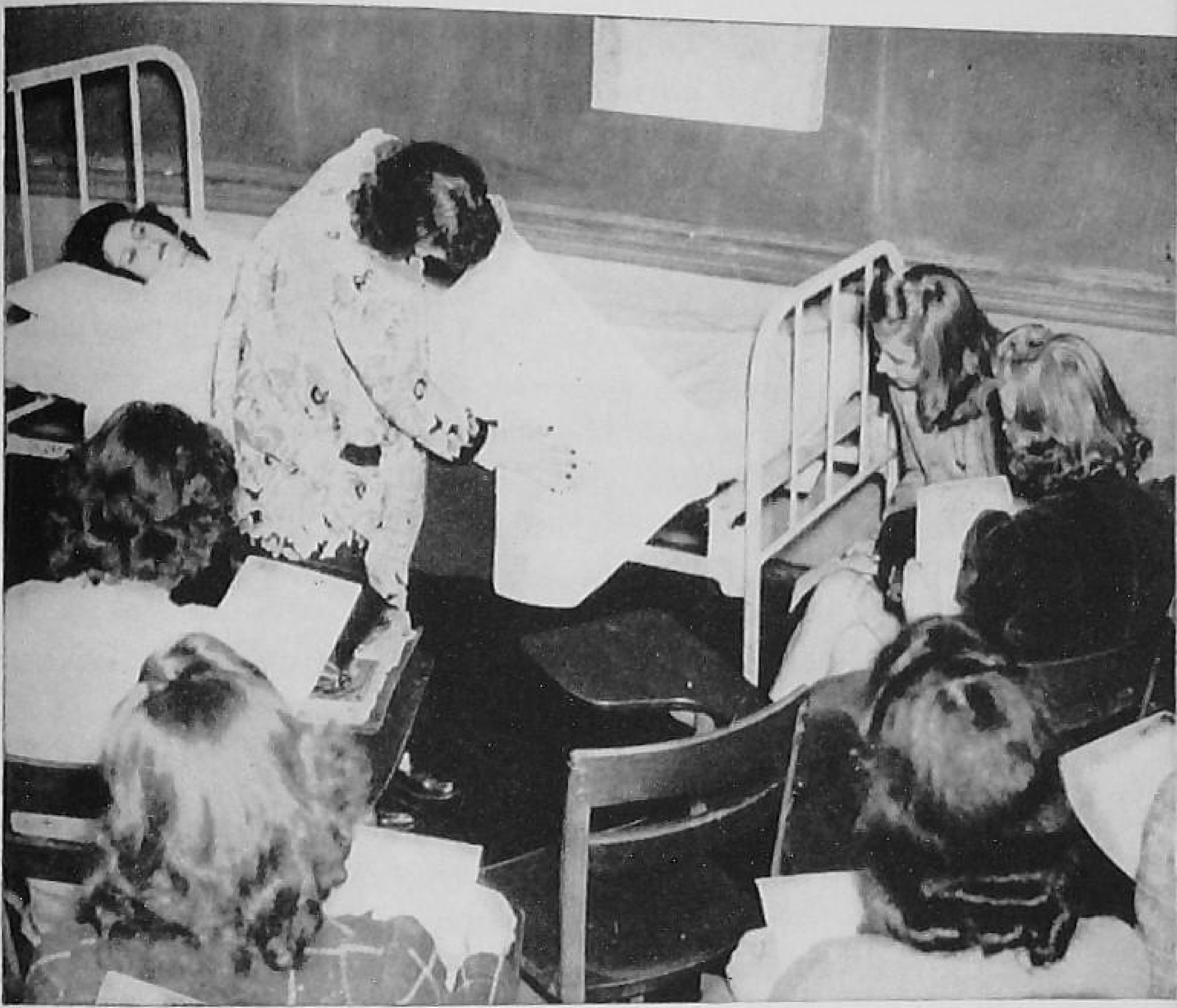
7 *What daily care shall we give our room?*

The appearance of our room will depend upon the care it receives each day. There are certain tasks we know should be a part of the daily routine. A worker in a hotel is supposed to give a room the daily care it needs in twenty minutes or less. Let us see if we can do as well.

In a well-kept room the bed is made each day. A satisfactory method for making a bed is as follows:

1. Place the mattress pad on the mattress.
2. Place the sheet over the mattress pad, with the center of the sheet in the center of the bed.
3. Fold the sheet well under the mattress at both the head and the foot.
4. Pull the sheet tight at the sides and tuck it in, making the corners as square as possible.
5. Place the second or top sheet on, allowing enough length at the top to permit the sheet to be turned back over the covers.
6. Make mitered corners at the foot and head.
7. Put on the blankets or other covers. They should be placed straight on the bed and tucked in well at the foot.
8. Pull the top sheet over the upper portion of the covers to keep them from being soiled.
9. Place the spread on evenly and straight. Tuck it in at the bottom.
10. Shake or press the pillows into form and place them on the bed as desired.

In making the bed, work from each side to be sure the covers are straight and even and free from wrinkles.



COURTESY U. S. OFFICE OF EDUCATION

• These schoolgirls are learning to make a bed properly.

With the bed made, books and magazines put in place, and our clothing properly put away, the room begins to have an orderly appearance. The tops of the dressers and tables will have to be straightened and dusted. The amount of straightening will depend upon how many things we keep on the table surfaces. A few well-chosen articles on the dresser make it easier to keep in order and will give a better appearance.

Shades and curtains should be adjusted in such a way as to give an appearance of good order and to give the amount of light desired.

Sometimes our wastebasket needs to be emptied daily.

The contents may be placed in a larger basket in the basement or in a trash burner in the yard away from the house. The wastebasket is then dusted and returned to the room.

With this care, our room will appear well and we will enjoy living in it.

Things to do

1 List the things you do to care for your room each day.
2 List the steps for some daily job in the care of your room other than making a bed.
3 Keep track of the amount of time you spend in giving your room needed daily care.

8 *What weekly and seasonal care shall we give our room?*

Each household seems to have a time set aside each week when there are special tasks to do. For many of us that time is Saturday, when we are home from school and have more free time. We can carry our home responsibility by giving our room and closet a thorough cleaning. Such a cleaning means sweeping the rugs; dusting floors, woodwork, furniture, and ornaments; and wiping the windows. Perhaps the curtains may need to be dusted. However, this is difficult for a schoolgirl to do by herself, especially if her curtains must be taken down to be shaken and hung on the line.

The steps in sweeping a wood floor are as follows:

1. Use a good, firm broom that is not too stiff and scratchy.
2. Sweep with the length of the flooring as much as possible.
3. Overlap the broom strokes and sweep the dirt and waste to one place, going back to get any left wastes.
4. Give special sweeping to the corners.
5. Take up all dirt and waste on a dustpan.

6. Do not sweep dirt and waste from one room to another.

Some girls like to have one or more small rugs on the floor of their rooms. These are called scatter or throw rugs. They are cleaned by sweeping with a broom, vacuum cleaner, or sweeper. The procedures for doing this are given on pages 317 and 318. Shaking the dirt from small rugs is very hard on them and is not a recommended practice. Cotton rag rugs may be washed as needed.

Often when thorough sweeping is done, the furniture and small objects are covered or removed from the room. The steps in dusting are as follows:

1. Use soft cloths that do not shed lint.
2. Use oil sparingly on the dustcloths.
3. Wipe the dust off surfaces carefully, taking the dust up into the cloth.
4. Dust high things first and then the low ones.
5. Use a dust mop for uncarpeted floors, wiping well the corners and the surfaces under the large pieces of furniture.
6. Use the sweeper on carpets after the dusting, if desirable.

The bed should be made up with fresh linen each week. When the mattress is stripped ready to be remade, we should turn it, with the help of some older member of the family. This will equalize the pressure which sleeping on it has caused, and help prevent sunken places in it.

The dresser scarf and table covers should be changed each week.

There is additional care to be given seasonally or at long intervals, which we can hardly give by ourselves. This care includes washing windows, curtains, bedspreads, pillow covers, and dress covers; polishing furniture and fixtures; waxing floors; and cleaning the bed springs.

Things to do

1 Make a plan for caring for your room weekly. Seasonally.
2 Give the steps in dusting woodwork. Give the steps in wiping windows. Give the steps in dusting furniture.

9 *What minor repairs may the furnishings need?*

Keeping our possessions, whether clothes or furniture, in good condition is important to each of us personally, and in wartime it is also a patriotic service to our country. Thoughtful use and prompt attention to any necessary repairs are important in the program of saving needed materials. There are many repairs that we ourselves can make to give added service to our furnishings.

Dresser drawers may be stubborn about opening because the wood swells in damp weather. To remedy, take the drawer out and apply wax or soap to the lower edges of the drawer.

Dresser pulls may have come loose from a drawer because the burr that holds the bolt or screw in place has worked off. To replace, hold the pull in position, then slip the bolt or screw through to the inside of the drawer. Screw the burr down securely so there is no play or motion possible when the pull is used.

Loose knobs are another common dresser nuisance. The back screw may be tightened by turning it as far as possible with a screw driver. If the screw hole has become so large that screwing will not tighten, remove the knob from the drawer and fill the screw hole with plastic wood. Return the knob to the drawer and reset the screw while the plastic wood is still soft. A drying period of 48 hours is necessary to permit the plastic wood to harden.

An electric-light cord frayed near a plug is a safety hazard and, too, may leave you in the dark just when you need light. To repair, turn the plug over, and if there is a cover, remove it. Loosen the screws that hold the two strands of wire in the plug. Pull the wire out and cut off the frayed

part. Reinsert the wire in the plug, separate the end into the two strands, scrape off the insulation on the ends. Turn each strand about one of the partially inserted screws, and then turn the screw until the wire is held securely.

Things to do

1 Check the furnishings in your home-economics room to see whether repairs are needed. Plan to make any necessary repairs.
2 Make a plan to repair some piece of furniture at home.
3 Explain any other simple repairs that you have made at home.

Things to do at home

1 Do the weekly cleaning of your room and keep a record of how much time is needed to do it well. Make a list of the successive steps in the work. Can you improve the process in any respect?
2 Rearrange the furniture in your room and compare it with the original arrangement.
3 Plan and rearrange the top of your study table and dresser.
4 Plan a new color scheme for your room.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Home Problems by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

Practical Problems in Home Life for Boys and Girls by Nora Talbot and Others. American Book Company, New York, 1936.

6

Selecting and making an apron

HAVE YOU EVER seen a picture of a country school of long ago? All the little girls are shown dressed in pinafores—long aprons that covered the dresses entirely, from the cuff of the sleeve to the hem of the skirt. The apron ties, firmly knotted into a bow at the back, served to tempt small boys to mischief and hence caused much woe in the schoolroom. In other lands, as France, for example, schoolboys have long accepted pinafores of black sateen, plain, free from any frills, and neatly buttoned down the back. Their aprons differ somewhat in cut and much in fabric from those worn by girls. However, they serve the same purpose—that of protecting clothing from the grime and wear of active work and play. In our country the pinafores and other aprons are mainly for women and girls.

For the materials of our apron many interesting designs and patterns are available. Some come to us from peasant lands far away; others have been taken from the pert costumes of maids in musical comedies; and still others are from the quaint costumes of nursery rhymes. There are modern designs too. These may present sets of dishes on a kitchen shelf; the various parts of a buzz saw in an arrangement that suggests it is whirring; matches scattered over a table top; or gay modernistic horses prancing with tails arched and manes tossing. Our choice from among these varied designs will depend upon the use we intend to make of the apron and our own likes and dislikes. Even choosing an apron becomes a way of expressing our own personality.

• We should choose a style of apron that protects our dress adequately while we are working.

1 *How shall we select an apron?*

Selecting the apron we wish to make will be our first step. We have a number of things to consider in making this choice. As this apron is to be worn when we are working in the school kitchen and helping at home, it should protect our dress adequately. It should cover the front of the waist and skirt well and extend far enough back to give us good protection under the arms, at the waist, and over the hips. A comfortable apron is important if we are to be efficient workers. Straps that pull on the neck or that fall from the shoulder often annoy and hinder us in our work. By wearing an apron that protects our clothes, we may do many tasks at school and at home without changing our dress. Because we are inexperienced in sewing, we will choose an apron that is made with plain seams and hemmed edges. It is not only simple to make but is also easy to iron.

In the apron shown above, the straps cross in the back and tie at the waist, thus preventing pulling on the

neck or falling from the shoulders. This apron protects the dress well and is easy to make and launder. An apron pattern similar to this one is satisfactory and is our choice for the apron we shall make.

The apron should be made from a fast-colored cotton material that is heavy enough to protect the dress worn underneath and to stand many washings. Light-colored materials, either plain, small checks, or figures, make attractive aprons. In the case of figured material, the choice should be one that has no "up and down." This means that the design or figure goes each way. Percale and prints are suitable materials for aprons that are to be worn while working at home or at school. Nowadays our choice of materials is very limited and we must learn to be happy with what we can buy.

The amount of material needed for the apron planned depends upon our height and our dress length. We determine the amount needed as follows: Measure from the highest point of the shoulder to one inch below the bottom of the dress; to this length add eighteen inches. This is the amount of material to purchase. It allows for a three-inch hem and enough material for straps and pockets.

Things to do

1. Figure the amount of material you will need for your apron.
2. Decide how much material your mother would need for the same style apron for herself.
3. Decide upon how much you can pay a yard for your apron material.

2 *How shall we lay the pattern on the material?*

The material should be straightened so that the lengthwise and crosswise threads will lie straight with the corner edges of the table. This is done by pulling the material diagonally along the edges as shown on page 133. The material is then folded in the center on the lengthwise

thread and laid flat on the table. Any wrinkles or creases are smoothed out.

The pattern for the apron on page 131 has two large and three small pieces. We shall place them on the material as follows:

• Material should be straightened by pulling diagonally along the edge.

1. Lay the front with the center front on the fold of the material. Pin this piece to the material with pins running lengthwise with the edge and about six inches apart.

2. Fit the side piece along the front piece, keeping the straight of the pattern with the straight of the material. Pin the side piece on the material.

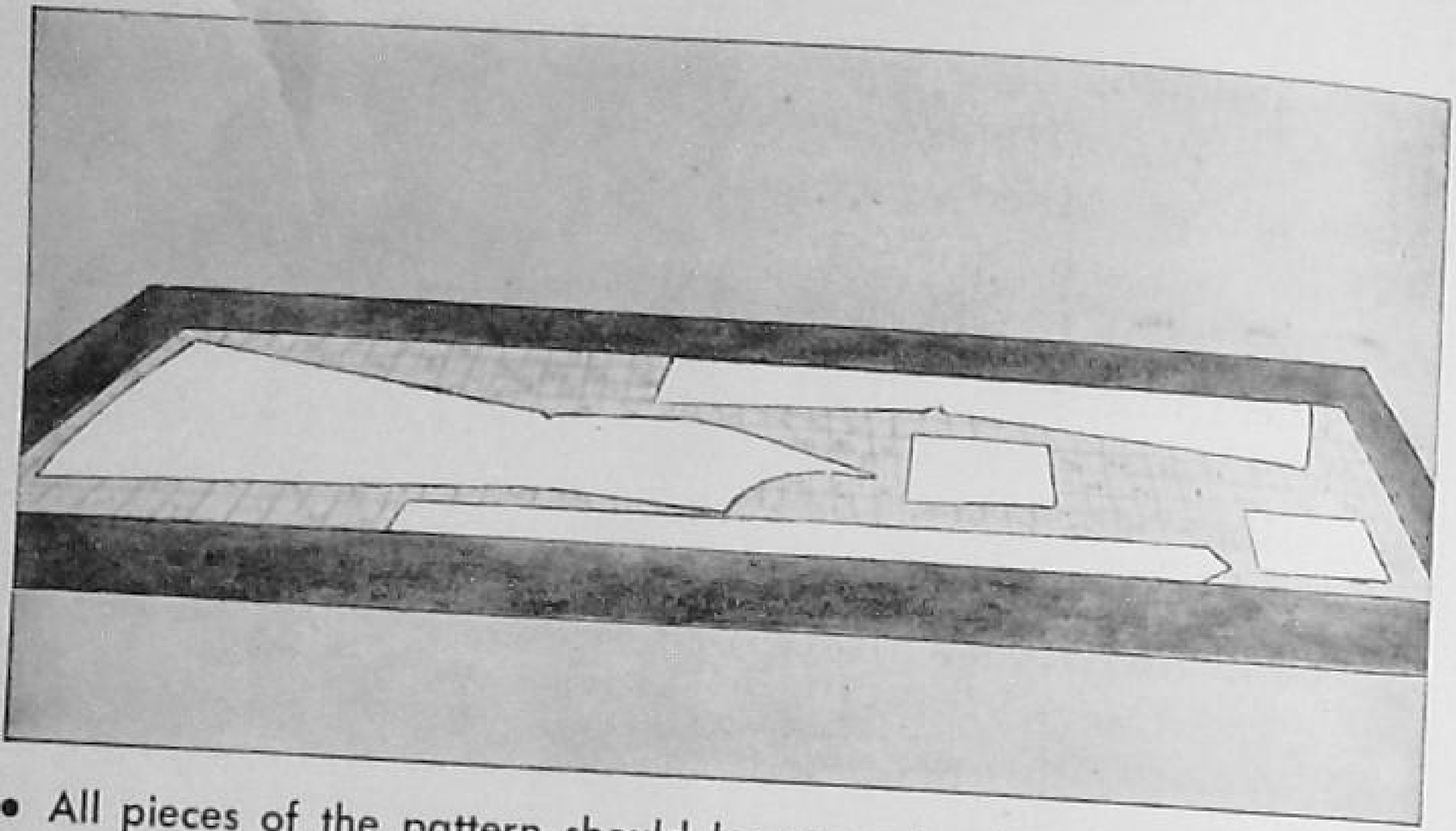
3. Place the pieces for the straps and loops either lengthwise or crosswise of the material. The drawing shows them on the lengthwise. Pin in place.

4. Lay the pattern for the pocket on the lengthwise, as shown in the drawing. Either one or two pockets may be put on the apron.

When you have finished laying the pattern on the material, have your teacher check it. The same procedures would be followed if another pattern or style were used for your apron.

Things to do

1 Lay the pattern on the material.
2 Pin the pattern pieces to the material.
3 Check to see whether it is done correctly.

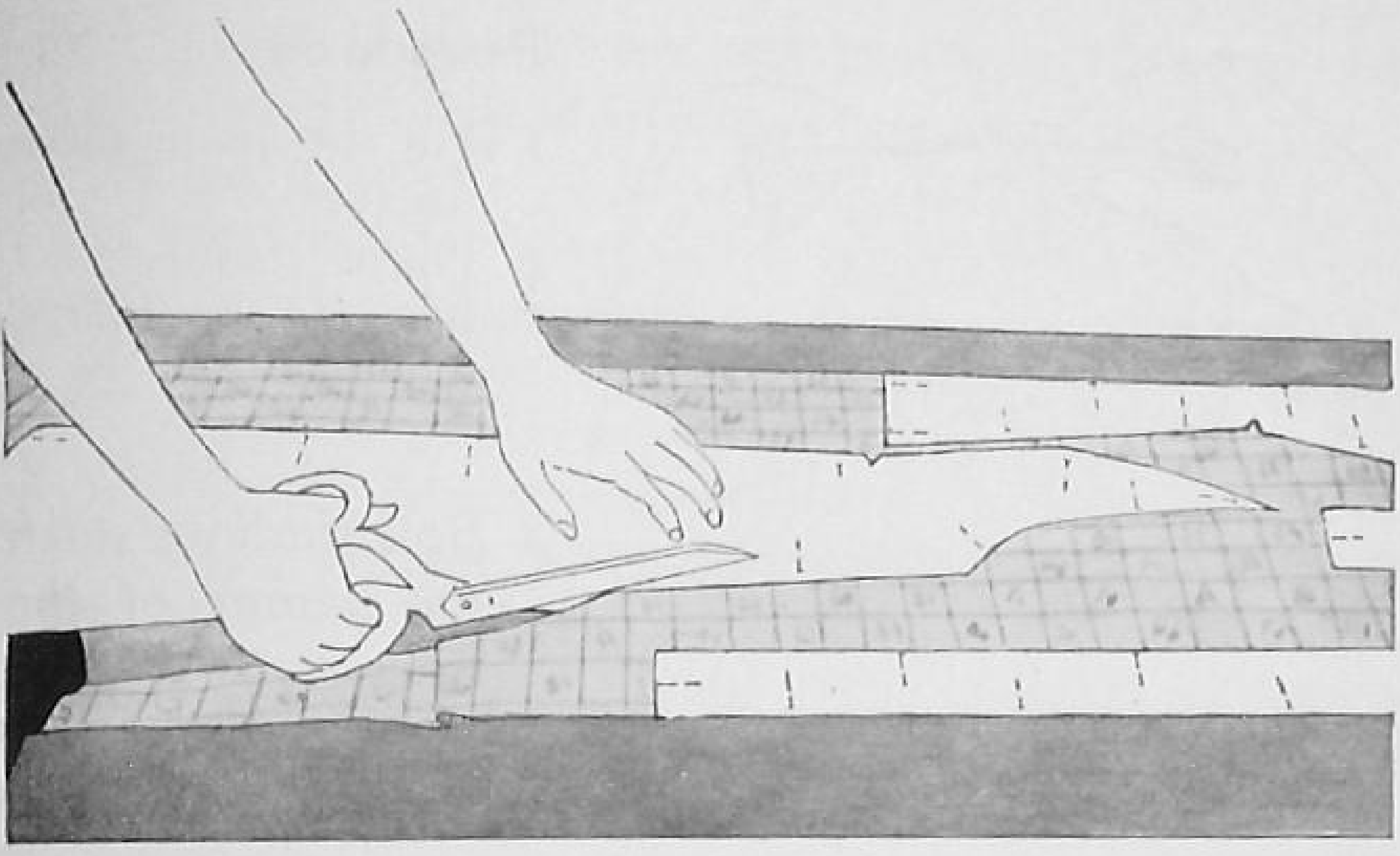


• All pieces of the pattern should be properly placed on the material before they are pinned and cut out.

3 *How shall we cut out the apron?*

The cutting out of our apron is important and should be done with care. We need smooth, even edges on all the pieces. Good sharp scissors or shears correctly used make this possible. The steps to be followed in cutting out an apron are given here:

1. Cut the large pieces first.
2. Cut along the edge of the pattern. When you reach the notches, cut away from the pattern.
3. Use as long a stroke as possible except as you near the end of the pattern line, where short strokes are necessary.
4. Keep the material flat on the table while each piece is being cut out.
5. Fold each piece as it is cut out and place it to one side.
6. When all pieces are cut and folded, put away carefully in your sewing box.
7. Fold the scraps together and put away. These will not be needed for this apron.



• Material should be cut with long strokes of the scissors.

Things to do

1 Practice holding your scissors, and determine what is the best way.
2 Practice cutting out from cloth some different designs.
3 Cut out your apron.

4 *How shall we baste the apron pieces together?*

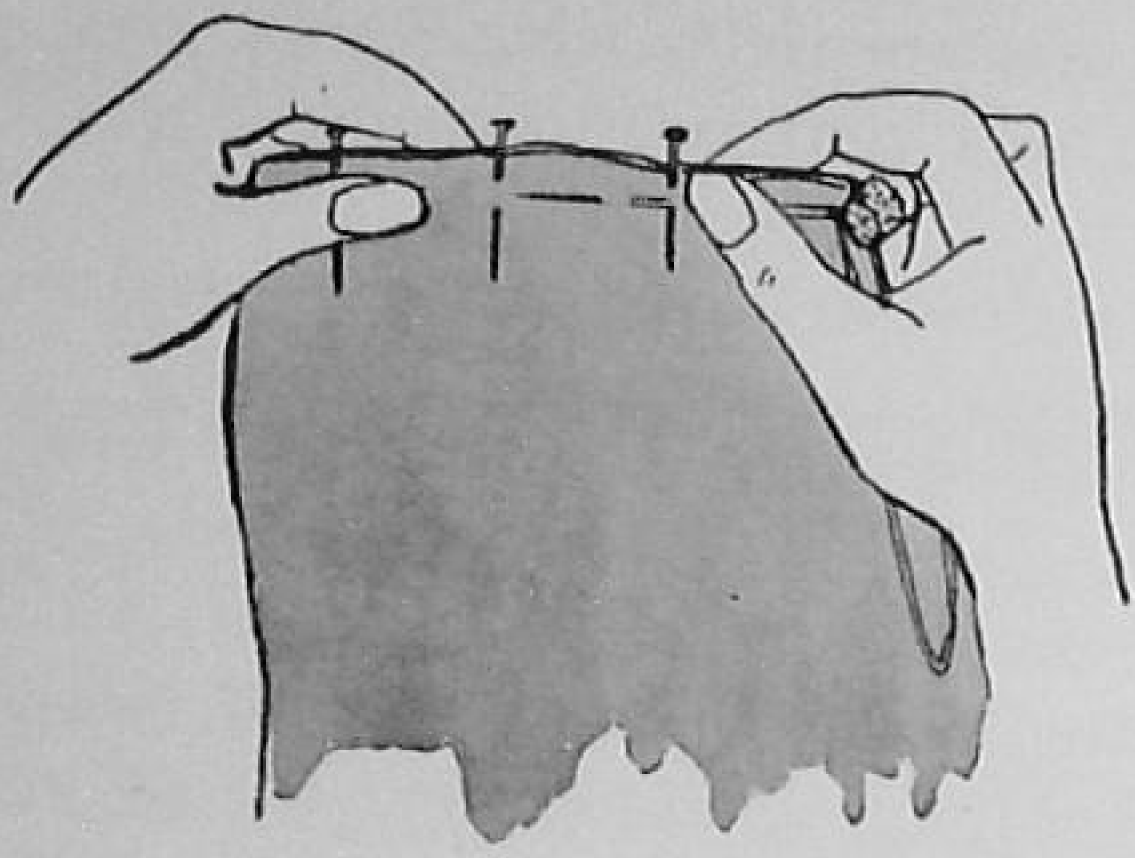
The pattern should be removed from the apron pieces, carefully folded, and put away for future use. The basting of the apron pieces together is done in this manner:

1. With the right sides together, match the notch on each side of the front piece to a similar notch on each side piece.

2. Pin together at the notches, then place the pins about six inches apart to the bottom and to the top of the apron.

3. Baste with uneven basting stitches three-fourths inch from the edge, beginning at the top. Watch to keep line of basting straight.

4. Remove the pins.



• Careful basting helps to insure a well-made product.

Things to do

1 Pin the apron pieces together.
2 Practice basting.
3 Baste the apron pieces together.

5 *How shall we stitch the seams of the apron?*

Straight stitched seams are necessary for a well-made and attractive apron. Such seams are made thus:

1. Pull the threads of the sewing machine three inches back from the foot of the machine.
2. Beginning at the top of the seam just inside the basting, stitch the full length of each seam.
3. Remove the bastings.
4. Press the seams open.

Things to do

1 Try your sewing machine to see if it is doing good stitching.
2 Practice stitching a long seam.
3 Stitch the seams of your apron.

6 *How shall we make the hems in the apron?*

The sides of the apron are hemmed first with a half-inch hem. The hemming is done in the same manner as was the hem in the towel (pages 95–98).

The top of the apron is hemmed in the following way:

1. Turn the edge one-half inch to the wrong side, creasing with the thumb and finger.
2. Press in place.

3. Make a second turn one inch wide, using a tape measure or foot rule to check your measurement.

4. Pin in place.

5. Baste hem in place close to the edge of the first turn, removing pins as you baste.

6. Stitch just inside the basted line.

7. Remove the bastings.

8. Tie machine threads.

9. The bottom of the apron will be hemmed in the same way as the top of the apron except that the second turn is made two inches wide. When pinning in the second turn, be sure that the side-seam turn of the hem lies exactly on the corresponding side seam of the apron.

Things to do

1 Baste and stitch a narrow hem ¼ inch wide in a 6-inch square of material.

2 Baste and stitch a 1-inch hem in a square of material.

3 Make the hems in your apron.

7 How shall we make the loops and straps for the apron?

The loops and straps are important parts of our apron. These should be well made if our apron is to wear well and be attractive. The loops are made thus:

1. Cut the pieces of material five inches long and two inches wide.

2. With the right sides together, fold each piece of material lengthwise through the center.

3. Pin the seam edges of each piece together.

4. Baste these seam edges one-fourth inch from the edge along the side and across one end, leaving one end of each piece open.

5. Stitch along the basted lines.

6. Remove the bastings.

7. Trim the two corners at the ends that have been stitched.

8. Turn the loops to the right side.

9. Crease down the seam line.

10. Press.

11. Turn the raw edges of the ends in and baste down.

The straps are made by cutting two pieces of material four inches wide and at least thiry-six inches long and following the same procedures as you did in making the loops.

Things to do

1 Practice making some loops and straps according to directions.
2 Examine some loops and straps to see how the ends are finished.
3 Make the loops and straps for your apron.

8 *How shall we attach the straps and loops to the apron?*

The straps and loops now need to be attached to our apron. The straps are fastened to the apron at the top in the following way:

1. Place the seam edge of the strap at the outer edge of the apron, with the end of the strap even with the bottom of the hem.

2. Pin and baste in place.

3. Stitch on the line of stitching that holds the hem, just the width of the strap, then stitch up to the top of the hem, across the top of the hem, and down the outer edge to the hem line. The stitching thus made forms a rectangle which holds the strap firmly in place.

4. Tie the thread ends.

The loops are fastened to the apron where the narrow hem at the side begins. Make and attach them as follows:

1. Fold the stitched piece to form a loop.
2. Baste this loop in place on the apron.
3. Stitch the loop across the apron the width of the loop and back to the place of beginning.
4. Remove the bastings.
5. Tie the thread ends.

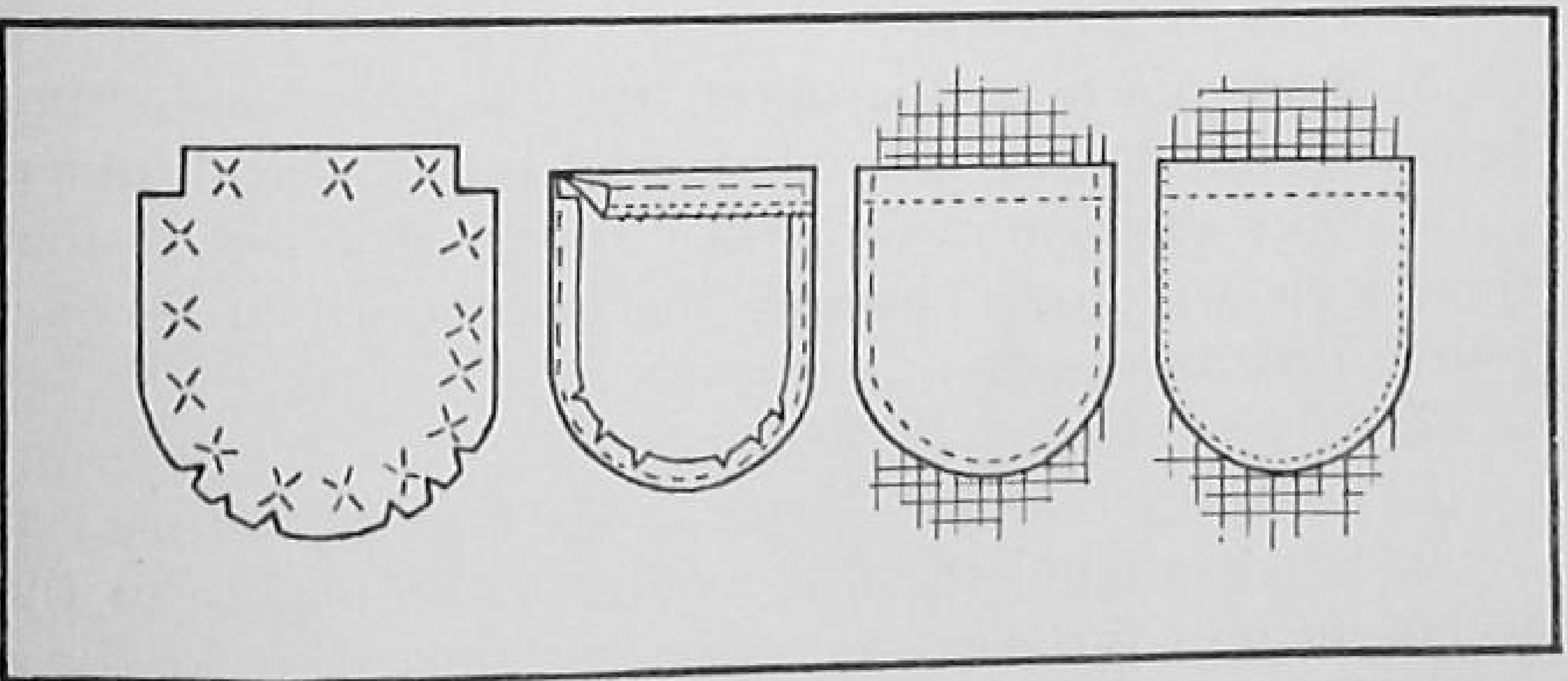
Things to do

1 Examine some straps and loops to see how they are attached.
2 Decide how to attach your straps and loops.
3 Attach the straps and loops.

9 *How shall we make the pocket for the apron?*

Most people like a pocket on the apron. We will make it in the following way:

1. Remove the pattern from the apron pocket piece.
2. At the top side of the pocket piece make a one-inch hem in the same way that you made it for the top of the apron.
3. Press.



• There are four major steps in making the patch pocket: (left to right) marking for folding; hemming and basting down the fold; pinning the pocket into place and basting it to the dress; and stitching the pocket into place.

4. On the three remaining sides, turn the material under one-fourth inch and baste in place.

5. Press.

6. If two pockets are desired, make a second one in the same way.

Things to do

1 Examine the pockets on some aprons and see how they are made.
2 Select some pictures of pockets that you would like to use on an apron for yourself and some for an apron for your mother.
3 Make the pocket for your apron.

10 *How shall we attach the pocket to the apron?*

A well-placed and attached pocket is necessary if it is to give good service. The steps for doing this are as follows:

1. Put the apron on, being sure that it is on just as you will wear it.
2. Place your right hand on the apron at the place where you will want the pocket. The inner edge of the pocket should come along the right seam line.
3. Pin in place. (Your partner may do this for you.)
4. Take off the apron.
5. Baste down to the apron on the three sides not hemmed, but having the one-fourth inch turned under.
6. Place the hem of the pocket on the machine so that the needle will come through the line of stitching, one-fourth inch from edge.
7. Stitch to the top of the hem.
8. Take three stitches across to the edge of the pocket.
9. Stitch around the three sides of the pocket to the top of the opposite side from where you started.
10. Turn and take three stitches across the top of the pocket.
11. Turn and stitch to the bottom of the hem.
12. Tie the threads.

If two pockets are to be used, attach the second one to the left side in the same way.

Things to do

1 Examine some aprons and see how the pockets are attached.
2 With the apron on, decide where to place the pocket.
3 Pin the pocket in place.
4 Baste and stitch the pocket to the apron.

11 *How shall we press the apron?*

Pressing is the final step in making our aprons. When well done, pressing adds much to their appearance. A good way to press an apron is given here.

1. Before beginning to press, check to see that all the bastings are removed and thread ends are tied.
2. Place apron flat on the ironing board and rub over with a damp cloth.
3. With a moderately hot iron, press the loops and straps first.
4. Press the left side first, then the front, and last the right side.
5. Fold down the center front, fold straps over and onto the apron, and then fold on the side seams.
6. Fold over crosswise to make the desired length for putting away.

Things to do

1 With a piece of your apron material, test the heat of the iron to decide how warm the iron should be.
2 Press the apron according to directions.

Things to do at home

1 Make an apron for some one else using a simple pattern.
2 Compare the cost of the aprons you have made with similar ones you could buy in the stores.

3 Examine an apron of your mother's and notice what additional problems you would have to make a similar one.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

7

How to look our best

When we were little girls and played at "keeping house" we tried to look like settled homemakers caring for children, making calls, and taking care of a house. Perhaps an old eye-glass frame perched on our nose, and the long skirts firmly pinned under our arms with safety pins helped us to feel and look the part of Mrs. Jones. Maybe we strutted or walked with a swagger or with mincing steps. Our voice may have been sharp and scolding or coy and gushing. Our manners may have been flurried or overly polite. That was all "make-believe," played as a game.

Now as we grow older we want to look not like Mrs. Jones, nor like our favorite moving-picture star, but like our own selves. We want to understand ourselves far better than we did the grownup whom we copied in our childish play. If we can do that, we will be better able to look our best and become our best. Becoming our best selves is something that will take all our lives. Looking our best selves may be done here and now. First, we must know what we want to look like and *be* like and then we must work to reach our goal. There is an old rhyme that goes:

Good, better, best:
Never let it rest
Till your good is better,
And your better, best!

This may serve as a rule for us, whether we are trying to have lovely bodies or well-trained minds.

1 *What does looking our best require?*

First in the list of requirements for looking our best is the acceptance of ourselves as interesting persons, able to grow into even more interesting ones. As we do this, we develop poise, assurance, and graciousness. Simply by being ourselves day after day, we help our appearance far more than we could by aping a different movie star each week.

We cannot truly look our best unless we are building an honest, unselfish, and interesting personality for ourselves. From these efforts will naturally follow the quality of charm, which is a part of beauty. Next, we want to have physical loveliness. We know—or we soon will find out—that very little of this comes from the jars and bottles that fill the shelves of the drugstore. Physical loveliness comes from having a shapely body in good health, held in good posture, and kept in fine condition through bathing, exercise, rest, sleep, and proper food. Good grooming of hair and nails contributes largely to good looks. Tousled hair, grimy hands with nails encircled in black, unbrushed teeth, and a careless walk are to be avoided by those who would look their best.

Our clothing should be suitable and becoming; it should be clean, well pressed, and in good repair. If in the theater a character must be shown in a bad light, the actor comes into the play overdressed in some absurd way, or with clothes badly fitted, in need of patches, or in need of cleaning and pressing. The silly girl in the play appears having a ruffled dress with many bows tacked on in the wrong places, and a funny veil falling from an unbecoming hat. She minces along on uncomfortable high-heeled shoes. The man who is shown as a failure has baggy, unpressed trousers, shoes sadly in need of repairs and polish, and a coat either much too large or too small. Thus, dress is used to make the characters look much less than their best.

Sometimes on the streets in our town or city, we see girls

COURTESY H. ARMSTRONG ROBERTS

• When we were little girls we enjoyed games of make-believe. We tried to look and act like our favorite grown-ups. Unconsciously, we used posture, dress, and voice as ways of expressing adult personalities. As we grow older we do not want to imitate others but we want to look like our own selves—our best selves. We must know *how* to look our best and then strive to reach our goal.

whose manner of dress takes away from, rather than adds to, their looks. High heels, such as would be suitable only for evening wear, coats that clash with the color of the hat or dress, and on overloading of neck and wrists with costume jewelry are common faults. If we want to look our best, there is much that we must know before we can tackle our problem wisely.

Things to do

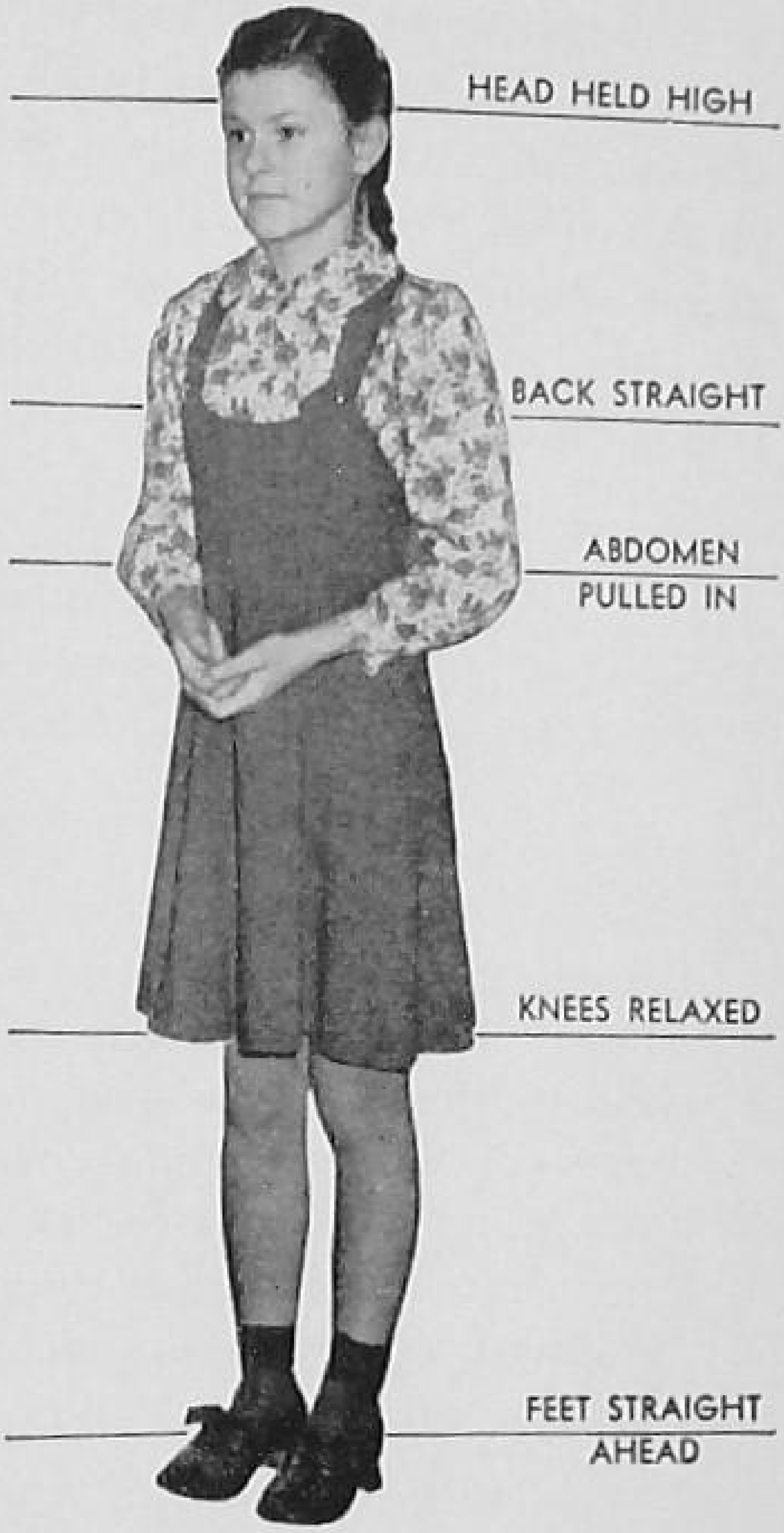
1 Describe a person you know who spends a great deal on clothes but who does not seem well dressed. Why is this true?
2 Choose three pictures of girls you believe are well dressed. Give reasons for your choices.
3 Study yourself and list four things you will do to help your appearance.
4 Name several things you can do to help you look your best, but which will not cost any money.

2 *What is good posture?*

You may have heard someone say to you or to someone you know, "Oh, do straighten up—slouching and stooping will just ruin your figure!" Perhaps, for a moment, the person spoken to pulled herself up, and then, like a string released from being pulled straight and tight, sank back into all sorts of loops and curves. Then perhaps the criticism continued: "Oh, such awful posture!" Posture refers to the position in which the body is held. In a correct standing position the ear, the shoulder, the hip, and the instep are all in a straight line. Both the abdomen and the back are flat, the head is erect, and the chin is in. Shoulders and knees are relaxed. In colonial days, girls were required to walk for hours with books on their heads to develop the habits of good posture. They prided themselves on being erect and well poised. They had lessons in sitting, too, so that they might be trained in seating themselves and rising from the chair gracefully. They tried to keep their posture

erect when seated. Good sitting posture requires that the hips be well back in the chair, the abdomen flat, the head and the chest up, and the shoulders relaxed.

Let us look around the room and see how many of us have good sitting posture. Then when the bell rings for classes to change, let us observe the standing and walking posture of our group. It will be interesting to list the mistakes in posture which we see in both cases. Slouching, humping the shoulders, ducking the head, and lolling in the chair are perhaps the most common faults.



• Good posture is necessary for good appearance. Notice how this girl puts into practice the necessary rules of good posture.

Shall we look at our walking posture? If our standing posture is good, we should be able to keep it even if our body is in motion. However, much will depend upon the condition of our feet and the sort of shoes we have on. As we have learned in our hygiene class, the foot is elastic and arched, being made up of many small bones. The foot rests on the ground along its outer borders as it carries the body weight. When we walk, the weight shifts from the heel to the outer border and the ball of the foot. The feet should toe out rather than in, but, ideally, the feet should be parallel or nearly so when we walk.

The shoes we wear should fit the feet. Many shoes are too narrow and too short. Many have high heels that throw the body into a strained and awkward position in its effort to keep in balance. Healthy, well-shod feet make possible graceful walking and standing postures.

If our posture is not as good as we desire, let us remember again and act on the old rhyme:

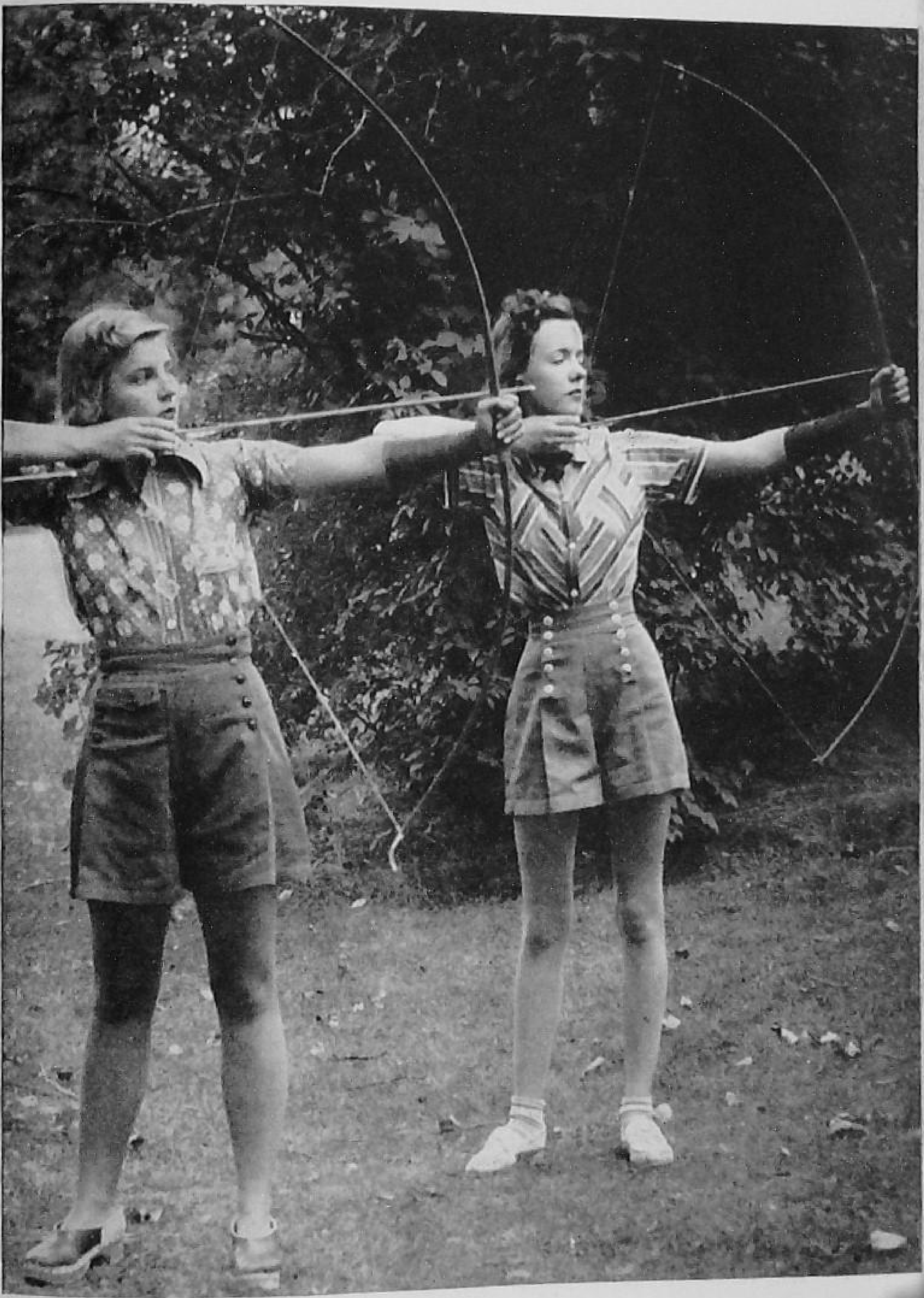
Good, better, best:
Never let it rest
Till your good is better,
And your better, best!

Things to do

1 Describe the posture and appearance of someone who has good posture. How does this posture compare with yours?
2 Compare the shoes you wear to school today with pictures of those worn by your grandmother when she went to school.
3 Try placing a book on the top of your head and carrying it across the room without touching it with your hands.
4 Make some suggestions to improve the posture of the class as a whole.

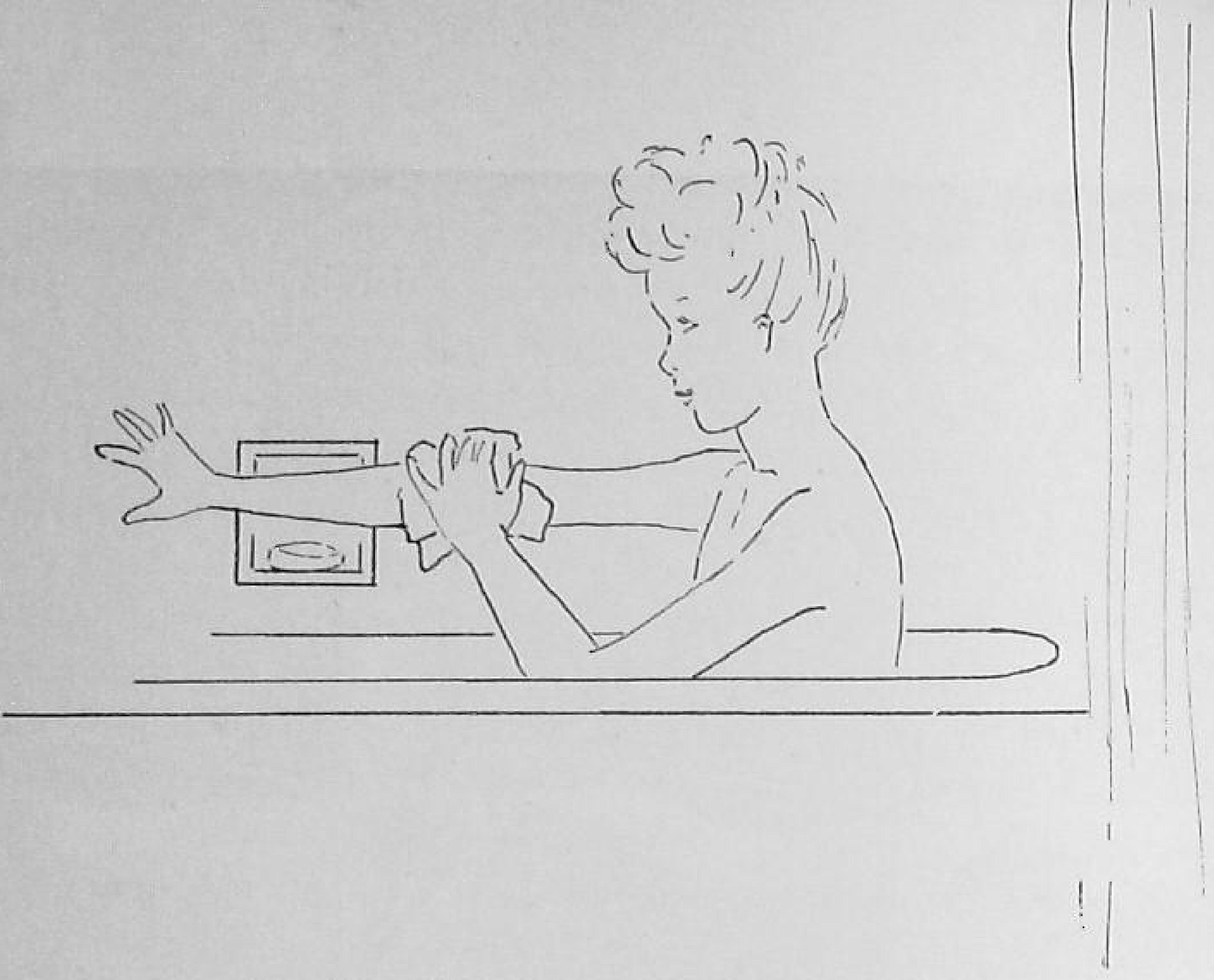
3 *What daily care shall we give our bodies?*

We all remember an old saying, "Cleanliness is next to godliness." This adage is true in the matter of caring for our bodies and keeping them well. Personal cleanliness comes next to thinking right thoughts and seeking to find good in everyday living. Planning to give our bodies the care that will keep them clean is a part of growing up. When we were little, our mothers said, "Did you wash your hands?" "Did you get your neck clean behind your ears?" They decided when we should wash our hair; they helped us keep our nails tidy; and they called us to our evening bath. Now that we have grown older, caring for our bodies becomes our own responsibility. We should keep ourselves



COURTESY CAMP MAGAWICKA FOR GIRLS

• Good posture can be aided by proper exercise and good health.



• Good health habits require frequent bathing.

clean without the reminders which little children require. Included in the necessary daily care of your body is the care of the teeth, the skin, the hair, and the hands. Using cosmetics, manicuring the nails, and shampooing the hair will be considered in the next problems.

Keeping the *teeth* in good condition requires that they be scrubbed morning and night with a good toothbrush. Use either table salt or a good dentifrice with water to help the brush do a good job of cleaning. Brushing is done with a circular motion. If it is possible, you will find that it helps keep teeth shining and bright to brush them after the noon meal too. The use of a mild mouthwash each morning helps keep the mouth and teeth in good condition.

The bath is important in the daily care of the *skin*. The bath frees the skin of the dirt and grime which it has gathered from contact with the air; perspiration and oil given off by glands in the skin are removed. Cleansing the skin is best done in a bath of warm water with suds created by the use of a mild soap. The lather should be rubbed briskly on the body with a clean washcloth. After the cleansing,

sudsy warm bath, a shower or quick rinse in cool water is desirable to close the pores of the skin and give the body a "toning up." Vigorous rubbing with a clean, coarse towel adds to the sense of well-being.

If the convenience of the home makes it possible, a daily tub bath is desirable. If this is not possible, one can keep fresh and dainty by taking a daily sponge bath and as many tub baths as can be arranged.

In addition to the all-over bath, it is necessary to wash the face and hands several times daily. Use warm water with a mild soap for cleansing, and follow this with a cool rinse. If the skin is dry or chafed, a cold cream or lotion may be used to soften and soothe it.

The *hair* should be brushed daily to keep it glossy and healthy. If it is worn in curls, it must be kept in curl; untidy, straggling ends make hair anything but "a crown of glory." If the hair is worn short, it should be cut frequently enough to keep the effect right.

The daily care of the *hands* is given by washing them thoroughly several times a day. A thorough hand-washing includes wetting the hands thoroughly, using enough soap to work up a good lather, and rubbing the two hands against each other on all sides. Rinse them in clean water and dry them with a clean towel. A few drops of hand lotion may be rubbed into the skin to keep the hands soft.

Daily care of the nails is given by keeping them neatly filed and scrubbing them with a well-soaped nail brush. This is done when the hands are being washed. After this scrubbing, run the end of a file or an orangewood stick under the nail ends to free them of any dirt. If the orangewood stick is used, the pointed end is wrapped with a thin coating of absorbent cotton. This is dipped in clean suds and used to clean under the nails, care being taken to clean the corners. The cleaning is finished by scrubbing the nails again with the soaped nail brush, and then rinsing the hands and drying them thoroughly with a clean towel.

If we follow such a program of daily care as we have

just considered, we shall need little make-up. Our skin will be fresh and clear, and we shall appear well groomed.

Things to do

1 For one week care for your hands by the method given. Report the results to the class.
2 Write out the procedures you will follow to take good care of your body.
3 List the benefits to be derived from having a definite schedule in caring for our bodies.
4 Make a daily schedule for body care for yourself.

4 *How shall we use cosmetics?*

The word cosmetics refers to the things that people use to try to improve their complexions, skin, or hair. Those in which we are especially interested are the ones we use on our faces. These are cold creams, powder, rouge, and lipstick. Cold creams may be used in cleaning the face, and some skins also need additional oil. All cold cream and oil should be carefully removed before applying any rouge or powder. Good cold creams that are inexpensive may be bought because of laws that require them to be made of pure materials that are safe to use. They need not be packaged in fancy jars nor be highly perfumed, since such things make cosmetics expensive. Rouge, powder, and lipstick are used on the skin and lips to aid us in looking our best. They are used largely for outward appearance, while cold creams are used to improve the complexion.

Some girls may want to use a small amount of rouge on the cheeks. If this is done care should be taken to buy a shade that is not too bright and one that blends in well with the natural coloring. Most girls use little rouge. The powder selected depends on the person's coloring. However, the darker shades of powder seem to be more favored today because most girls like a sun-tanned appearance. A sun-tan

• Practice is needed to apply cosmetics well.

skin and colorful lips are liked by girls today. To apply lipstick one should try to follow the natural shape of the mouth and not have the lips look large and pasty. All excess lipstick should be removed with cleansing tissue or with a soft cloth. Like rouge, lipstick should be carefully chosen. Unfortunately, the price of both is largely determined by the containers, so price is not a good basis for our choice.

Cosmetics artistically applied and eyebrows well brushed help to give one the appearance of being well groomed.

Things to do

1 Try different shades of rouge and lipstick to determine which ones you can use.
2 Examine various cosmetics and note the relationship of price and container.

3 Practice applying lipstick and rouge. What cautions will you need to follow?

5 How shall we manicure our nails?

Even if our hands receive the best of daily care, once each week they need a thorough manicure. Although the giving of manicures is one of the major activities in the beauty shops, it is something we may learn to do satisfactorily ourselves in our own home. Little expense is involved in the home manicure, and it is fun to learn to manicure our nails with "professional" skill.

For the home manicure, the following equipment is necessary: A small bowl for soapy water, a ten-cent nail brush, a five-cent orangewood stick, a ten-cent nail file, a pair of manicure scissors or clippers (or a small pair of sewing scissors), a buffer, cuticle remover, and polish remover if nail polish is used.

The manicure is begun by washing the hands. Remove the old polish, if necessary, and file the nails of both hands. Then soak the finger tips of each hand in a bowl of soapy water. The soaking loosens the cuticle and makes it easier to push it back and reveal the moons. The blunt end of an orangewood stick covered with cotton dipped in water is used to push back the cuticle. If a little vaseline, oil, or cold cream is rubbed along the cuticle first, it will be easier to remove. If it is needed, apply cuticle remover, using the cotton-wrapped tip of the orangewood stick. After this has been done, pass the soapy brush over the finger tips, and dry the hands. Hangnails and loosened cuticle are removed with clippers or scissors, with care being taken not to cut into the skin. After the last rinsing, dry the hands thoroughly. A small amount of hand lotion may be applied to keep the skin soft.

Many girls follow this operation by using a buffer on the nails to give them a glow. Others apply a liquid polish. If the latter is done, the schoolgirl should limit herself to

a light polish that gives merely a faint tinge of color. Polish of brilliant red or other colors lacks both attractiveness and suitability as a finish for our nails. Many of the best-groomed women today prefer nails with colorless polish or buffed to bring out their natural shine.

Things to do

1. Examine your nails and decide how you can improve their appearance.
2. Manicure the nails of your partner.
3. Manicure your own nails.

6 *How shall we shampoo our hair?*

Even well-brushed hair needs shampooing once each week, or once in two weeks, depending upon its condition. Oily hair requires more frequent shampooing. If one has patience, one may easily learn to give a shampoo at home. Soap jelly or liquid shampoo should be made before starting to wash the hair. Enough for several shampoos may be made by shaving half a bar of a mild soap into a pan or porcelain bowl, covering the shavings with three cups of warm water, and cooking slowly until the soap has fully dissolved.

In beginning the shampoo, the hair should be dipped in clear, warm water, and then the liquid shampoo should be applied to the wet scalp in small amounts as needed to make a heavy suds on the hair and scalp. The scalp should be rubbed with firmness to loosen any dirt present so that it can be washed away. It may be necessary to apply the liquid shampoo a second time, or to follow the first application with a wash in soapy water.

When the hair and scalp are clean, they should be rinsed thoroughly through several waters to remove every trace of soap. Each rinse water may be somewhat cooler than the preceding one. The last should be fairly cool and should remain clean and free from soap after the hair has been

• Hair is kept soft and shining through careful washing and rinsing.

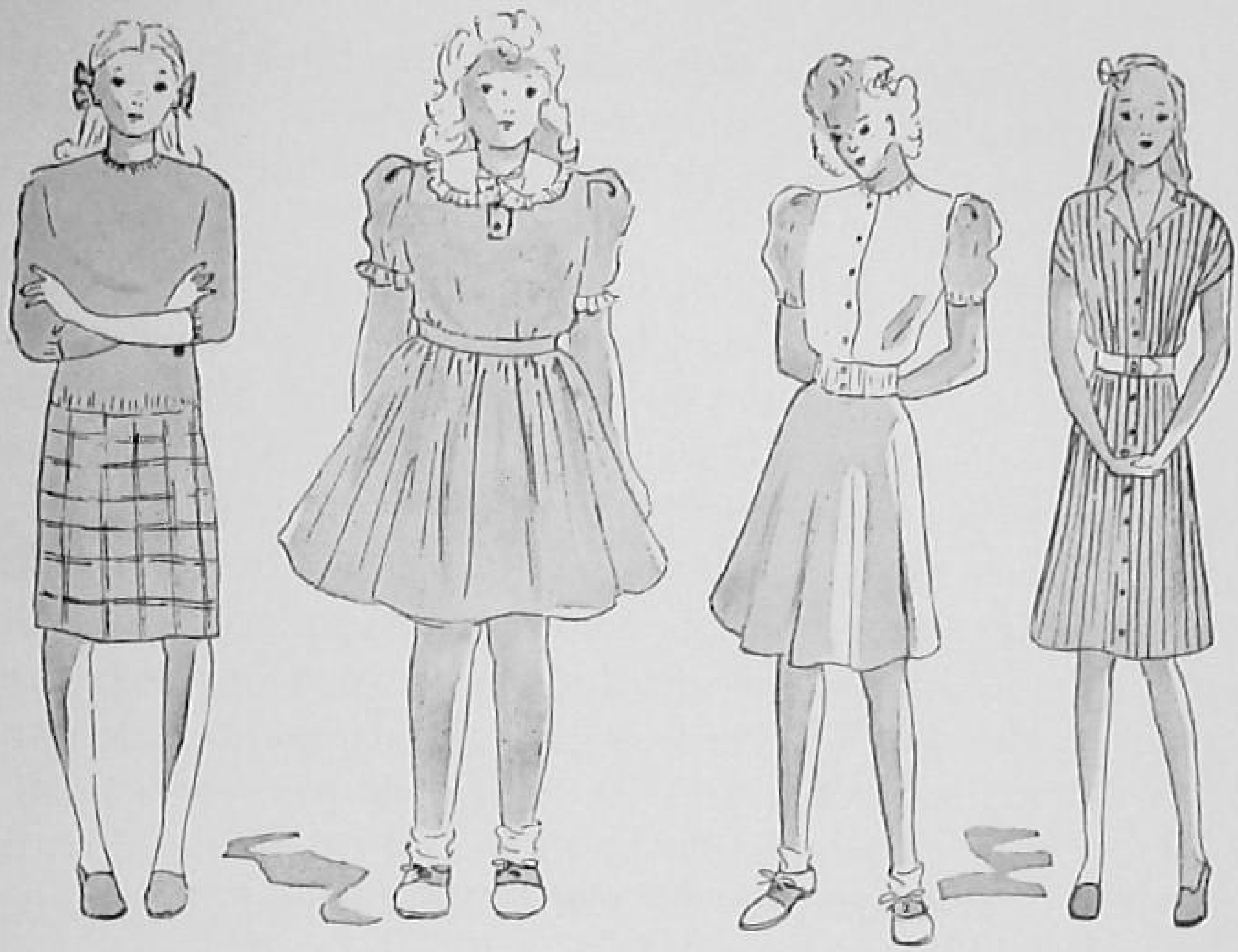
rinsed in it; if any trace of soap shows, another rinsing is needed. The hair is then rubbed dry with a bath towel, in the sunlight and fresh air if conditions permit. Sometimes a wave-set is desired; in such case, the hair is set and held in place by pins or a net while it dries.

Things to do

1. Make a jar of liquid shampoo. Figure the cost and see if it is cheaper to make it or to buy one which is already prepared.
2. Shampoo your hair by the method given. What changes would you suggest in the method?
3. Outline the procedures for shampooing hair. If possible give a shampoo to someone at home and report your success to the class.

7 How can our clothes help us to look our best?

First we must consider what is *our best.* It is not our little sister's best, nor is it our mother's best. We are not children, nor yet women, but schoolgirls with bodies that are growing. Not always does this growth come in an all-



• Schoolclothes for the teen-age girl should be carefully and well chosen. What faults of dressing do you see in this picture?

around, balanced way as we would wish, and yet there is nothing to do but to take it as it comes.

If we look around the classroom, we will find that some of our classmates have shot up like bean poles, the chief part of their growth seeming to be in length. There are others who are chubby and tubby, with wide shoulders, deep chests, and broad hips. These girls seem chunky rather than lengthy. There are others whose busts have developed to a much greater degree than the rest of their figures, giving them a problem of figure control which they must get used to. Finally, there is the girl who is neither fat nor lean, but whose figure and posture seem awkward and gangly.

Now let us look at each of them in their turn. The thin girl finds that a hairdress which is short, yet softly curled, adds to the interest and charm of her face. Dresses in bright, becoming colors in fairly stiff materials, which have

square shoulders, wide belts with striking buckles or bows in front, and fullness at the waist are very good. Shoes may be blunt-toed, and made of contrasting leathers or combinations of cloth.

The chubby girl who has grown *out* instead of *up* may need a straight hair style of becoming length, to make her face seem more slender. She may need a well-fitted girdle to control her hips and waistline. She should avoid the separate waists and skirts that seem to divide her height in half. Better for her are dresses cut on long lines with flat pleats. Her skirts should be wide enough so that they will not cup at the back of the hips. Because her legs are chubby, she should have her skirt flared and at a length short enough so as not to strike the fattest part of her calf. Her socks or anklets should be short and quiet in color; if preferred, stockings may be worn. Her shoes should be long and well fitted to make her legs look slimmer and longer.

The girl with the heavy bustline will need wide-shouldered dresses with fullness in the waist, and boleros or short jackets, to add to the grace of her figure. A dress all one color is found to be more becoming than the contrasting waist and skirt. Well-fitted shoes that are comfortable for walking help greatly in improving posture and in giving a graceful carriage.

The growing girl whose figure has not yet become definite needs to have a hairdress that is becoming, easily kept in condition, and suited to her age. She, too, may need a girdle to help establish a waistline. Tailored clothes that will add to her dignity and poise are good for her. She should avoid the ruffled, babyish sort of dresses—these only emphasize her feeling of being a misfit.

If we can plan and choose our clothes wisely, we can make them help us look right for what we are—growing girls. Then we will be happier, gayer, and more cheerful, and this will go far toward making us look our best and be our best selves.

Things to do

1. List the things you consider first when buying your clothes?
2. Compare this with your partner's choice of style of clothes.
3. Show how you can emphasize the best lines of your body?

Things to do at home

1. Wash your hair according to the method you outlined. How much money can you save by washing your own hair?
2. Manicure the nails of some member of your family.
3. Check yourself for one week and see how much time you spend on the care of your body. Would it help to use more time?
4. If you have younger sisters or brothers, help them to learn how to care for their skin, nails, and hair.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Good Grooming by Elizabeth Hawes. Little, Brown and Company, 1942.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

8

Helping with the family meals

HAVE YOU EVER thought how much time and energy go into providing the family with three meals each day? It is often said that at least one half of man's time and energy go for this purpose. There is the raising of the food or the earning of money to buy it, the planning for purchasing the food and using it, the shopping for it, the care of the food after it reaches the home, the preparing and serving of it, and the necessary clearing away and the cleaning up after each meal. All of these together make the job of preparing and serving the family meals a large and responsible one. It cannot be left to any one member but must be shared by all.

The meal in most homes is more than just a means of obtaining food. It is a happy time for the family group. Usually all the family members are together for at least one or two meals each day. Over their food they share the events of the day. In the give-and-take of such discussion and planning each one has an important part in the family life.

Certain ways of serving and eating food are generally accepted as the correct ones to follow. To the extent that these are observed in the home, the meal offers a means of education to the family members. When correct manners are observed at home, they become natural and are followed without self-consciousness when we are away from home.

Each member of the family has important responsibilities in the family meals. If we can learn to do our part we will add to the happiness of our family.

1 *Why are the family's meals important?*

Family meals are the means of providing, at regular times, the food needed by the family. Planned and prepared with each member in mind, family meals should care for food needs better than is done in any other way. Mother is interested that the baby shall have the grow foods he needs, that the high school son shall have not only adequate grow foods but the go ones needed by the captain of the football team, and so on through the special needs of each person in her family. Her interest leads to the planning and preparation of meals that are adequate and right for her family.

Mealtime gives an important opportunity for the family members all to be together as a group. In these days of many individual activities and interests, families often find "getting together" or having time for family life somewhat difficult. Mealtimes seem to offer one solution to this problem. People are then usually in good spirits, eager and ready for food. Sitting close together around a table seems to give a oneness of feeling that is good and fine for the family. Through these times of being together, the family members come to develop deep bonds of love and loyalty.

The family's mealtime gives an opportunity to renew the happenings of the day. Here it is possible for each one to tell something of what he has been doing. Each then has a share in the other's experience. Interest in one another's activities is developed, and all feel better acquainted. The discussion is usually extended to the community, state, nation, or world. All this helps in the education of the family.

Mealtime also gives opportunity for the establishment of family ideals. These may be shown in our manners, standards of living, consideration of others, interests, and character. Eating, thinking, working, and playing together help in the forming of common ideals. You have heard remarks similar to the following: "The Brooks have such

COURTESY NATIONAL DAIRY COUNCIL

• Mealtime is enjoyable when the table is neat and orderly, the food well prepared, and everyone contributes to happy conversation.

strong family loyalty." "Everybody knows the Watsons are honest; you can trust any of them anywhere." Such comments make us realize that families should give more thought and time to their ideals.

Family meals offer a place for the teaching of manners and social forms, especially those connected with the serving and eating of food. Good manners and other social graces are learned chiefly through actual doing. Mealtime provides one of the best opportunities for their practice. Our table manners are said to express our family's standards more than anything else. Surely families should not be blind to the need of proper education along this line.

Family meals should be the happiest times of the day. The family members should look forward to mealtime with joy, quite as much for the time together as for the food. Families that use mealtime for corrections, however necessary these may be, or for disputes and quarrels, are making a mistake. Good times together during family meals will do much toward keeping us in good health and making us worth-while persons.

Things to do

1 Write an explanation of the statement, "Mealtime should be more than a time to obtain food."

2 Make a plan for your family members to use mealtime as a means of improvement.

3 Select from literature a description of a family meal to read to the class. Note what the account tells of the family.

2 *What influences the family's meals?*

If we were to take a trip in which we spent a day or two with several different families in our neighborhood, we would probably find that no two served identical meals. Though the meals of two homes might be alike in several respects, we would find some differences. Perhaps this would be shown in the beverages or dessert served, or in

the service of the food. If we would extend this trip to include other sections, we would probably find the difference in the meals even greater.

What makes this difference in families' meals? Why do they vary so? Families differ in their food needs. One family may be composed of young grownups and children, another of middle-aged members, and still another may be composed chiefly of aged people. The activities of the families vary too. In one family the members may engage in heavy outdoor work; in another, they may have light indoor work. The interests of a family also make a difference. Outdoor sports and exercise produce certain needs for food.

The *income* of the family has an important influence on the meals. The food must be selected and purchased in relation to the family's money. Families with lower incomes must purchase less expensive foods. Ration points must also be considered. Careful planning, then, is necessary if the essential foods in proper amount are to be supplied to the family. Whether or not certain foods can be had may also determine what is included in the family's meals. Many families extend their food allowance and increase the foods that can be had by raising fruit, vegetables, and animals for food. In wartime this becomes especially important.

The *likes and dislikes* of families affect the character of the meals. Just to what extent this should be encouraged is, of course, a question. We do want to serve foods that the family likes and enjoys. However, if the dislikes are so numerous that many essential foods are omitted, a change in the family's likes and dislikes should be made. Foolish notions about food are poor guides for meal planning.

The *time, energy, and help* of those responsible for the family meals are other important influences on meals. Elaborate meals served at too great an expense of some person's time and energy do not contribute to satisfying family life. Families with plenty of help, either from family mem-

bers or from paid helpers, may be able to serve elaborate meals and to have dishes that require much work in preparation. However, there is some question as to whether, after all, the simple meal is not more to be desired than the elaborate meal.

The *equipment* on hand determines to some extent the character of the family's meals. Certain foods and dishes cannot be prepared if essential equipment is lacking. In many instances, though, another piece of equipment than that called for can be used. However, to make an angel food cake, a special pan is needed; to freeze ice cream, a freezer is essential; and to fry croquettes, a deep-fat frying kettle is required.

The *standards and customs* of the family have a strong effect on the character of the meals served. Many of these have their beginning far back in the history of the family. A family may serve Swedish breads because some of the ancestors of the mother came from Sweden. In another family, because the father's ancestors were from Italy, spaghetti served with strong cheese is enjoyed. Likewise, another family, whose ancestors lived in England, frequently serves roast beef and Yorkshire pudding. There are wide differences in the standards affecting the family's meals. One family serves all its meals informally; another, more formally. One family, as a matter of course, has chicken for Sunday dinner; and another, baked ham. One family always has hot biscuits for breakfast, and its neighbor across the street has toast and fruit. In one family all the members must eat breakfast together; in another, breakfast is a "help-yourself" meal. If the practices followed are satisfying to the family and give its members no disadvantage in their life outside, they may be regarded as desirable.

Community practices have much to do with the character of the family meals. The same type of meals are served generally in a given place. Certain foods and dishes and ways of serving the food are also in common use. The three meals of the day usually follow a given pattern, such

as breakfast, dinner, and supper, or breakfast, luncheon, and dinner. In some communities any breaking away from the food customs brings all sorts of difficulties to a person. Sometimes community practices are strong influences in preventing people from improving their diets and food habits.

Things to do

1 Make a list of the things that influence your family's meals most. Compare your list with those of your classmates. Decide the ones that are desirable influences; decide those that are undesirable influences.
2 Describe any special customs in your family relating to family meals or food. Do the same for your community.
3 Tell about some food custom of another country.

3 *What is our responsibility for the family meals?*

If the meals are to be truly a family affair, every member must have a share in them. Just what this share is depends upon the family itself. Even the preschool child may have a part, though it be as small as wiping the spoons or placing the silver on the table. Older members have a larger responsibility in keeping with their larger ability.

The responsibilities for the preparation and serving of the meals should be divided as evenly as possible. The whole responsibility should not rest upon only one family member. This not only overburdens one person but causes the others to miss fun and pleasure that come from sharing and working together. Usually some one member must be responsible for planning and directing the work. The others then have some special part, such as a particular job, or they may render general assistance. Tasks that are common in meal preparation and service include gathering food from the garden; shopping; bringing food from the market, freezer locker, or storeroom; preparing and serving of food; and cleaning up afterwards. Accepting one's share

COURTESY H. ARMSTRONG ROBERTS

• Setting the table properly and attractively is one of the responsibilities we may share for the family meals.

of such duties cheerfully and willingly is highly desirable on the part of everyone.

Being on time for meals is an important responsibility. It is very upsetting to the family's routine to have frequent tardiness at meals. Those who have had to wait are upset and disturbed, and the meal is seldom a pleasant one. Food is rarely at its best when it stands for any length of time after it is ready to be served. Being late to meals becomes a habit and is in most cases unnecessary. Many families have an understanding that the meal will be served at a set time, whether everyone is present or not. Should

a member be late, she slips quietly into her place when she comes, or, if the table is cleared away, she goes to the kitchen and serves herself.

Family members should come to the table with their faces and hands washed and their hair combed. Their clothing should be clean and in satisfactory condition. They should be fully dressed. Sleeping garments and bathrobes are not suitable garments for the dining room. Many families follow the custom of "dressing" for dinner several times during the week. They find this practice adds to the pleasure and satisfaction of the meal.

The family members should be cheerful and in a pleasant mood when they come to the table. It is far better to stay away from the meal than to come in a sulky or grouchy manner "carrying a chip on one's shoulder." One unpleasant person can mar the mealtime pleasure of the entire family.

The food served should be accepted without fuss and complaint. If one does not care for a particular food or dish, she should quietly leave it alone and do nothing to call attention to her own shortcomings. Unkind remarks are apt to hurt the feelings of those who prepared the meal. If some dish is a failure, the person responsible for its preparation already knows the fact. Further talking about it will cause an unhappy time for everyone at the table.

All of you know homes where you like to be invited for meals. The chief reason for your enjoyment is not the food that will be served but rather the good spirit that exists at the table. Every family member has a responsibility for the development of a fine family spirit and should do her best to make each meal a happy time. Only through effort to this end can mealtime become a time of real pleasure for the family and their guests.

A further responsibility of us all is to increase our knowledge and skills so that as we grow older we may be able to assume a larger share of the work of preparing and serving family meals. Our school kitchens and dining

rooms are not identical with those of our homes, but they give us opportunity for instruction and practice in food preparation and service. If we take advantage of this and apply at home what we have learned at school, this increased knowledge and skill should be ours.

Things to do

1 Write down your present responsibilities for your family's meals —breakfast, lunch or supper, and dinner.
2 Write down other responsibilities that you could take over for each meal. Reread this list and underline those that you should do.
3 Decide what other responsibilities must be assumed by someone else.
4 Compare all the lists. Are you satisfied with what you are doing in regard to your family's meals? Why?

4 *How shall we work in our school kitchen?*

The dress and personal equipment suitable for work in our school kitchen or laboratory is that which is suitable for work in the home kitchen. An apron is essential. It should be made of cotton material that is easily laundered. Plain colors or prints are preferred. They add cheer to the group, and soil less easily than white. The design and style should be such that the apron covers our dress well. The one made in Unit 6 is a suitable one. The apron should be put on the first thing after we enter the kitchen.

Some girls like to wear a headband or hairnet to keep the hair in place and prevent loose hairs from falling into the food. This should be put on at the same time as the apron.

One or more pot holders are necessary. These can be made from scraps of cotton material and should be well padded. A small hand towel, colored or white, is also needed.

The school kitchen or foods laboratory is divided into

work units where two, three, or four pupils work together. Each unit includes a working surface of some kind, a storage cabinet, a sink, a stove or range, and certain small equipment needed for food preparation. In some laboratories, the work unit includes a small kitchen and dinette combined, much like those in small apartments, which reproduce more closely the work unit at home. Our unit should be arranged for the greatest possible convenience and efficiency.

The small equipment which is used regularly and frequently is kept in each of these units all the time. The unit for each girl or for each two girls usually includes most, if not all, of the following pieces of small equipment needed for food preparation and cleaning up:

Equipment for each girl

- 1 spatula, 6-inch blade
- 1 steel paring knife
- 1 knife
- 1 fork
- 1 teaspoon
- 1 tablespoon
- 1 set of measuring spoons
- 1 wooden spoon
- 1 glass measuring cup, ½-pint capacity
- 1 frying pan
- 1 plate
- 1 cup and saucer
- 2 mixing bowls, 6 and 8 inches in diameter
- 1 baking cup, enameled, heat-proof glass, or earthen
- 1 fine-meshed wire sieve, 6 inches in diameter
- 1 salt and pepper set
- 1 biscuit cutter
- 1 double boiler, 1- or 1½-quart capacity
- 1 saucepan with cover
- 1 stew kettle with cover
- 1 pie tin, 6 inches in diameter
- 1 cake pan, 6 inches by 6 inches
- 1 breadboard
- 1 small bread pan

Equipment for each two girls

- 1 rolling pin
- 2 dishpans
- 1 Dover egg beater, center-geared, double-wheeled, small size
- 1 wire whisk
- 1 6-hole muffin pan
- 1 soap dish
- 1 match holder
- 1 scrubbing mesh
- 1 asbestos mat
- 1 baking dish, 1-pint size
- 1 small flour sifter

This equipment should be arranged conveniently in the work units and then kept in this order all the time. A good way to do is for each group or the class to discuss and plan a method of arrangement that seems desirable for all.

The *stove or range* should be correctly used and cared for, according to the directions supplied. It should be thoroughly cleaned and left in proper condition each time after use. The wicks of kerosene stoves should be wiped daily. The burners of gas stoves should be taken apart frequently and cleaned. The heating unit of electric stoves should be wiped, and any grease, food, or other particles removed. The oven should be cleaned after each using. A dirty stove is ugly and cannot give the best results.

The *refrigerator* should be kept dry and clean. Whether an ice refrigerator or a mechanical refrigerator is used, it should be washed once a week with water and washing soda and thoroughly dried. If an ice refrigerator is used, the drainpipes should be cleaned with a brush and water and washing soda. The mechanical refrigerator requires defrosting once each week, at which time it may be conveniently cleaned. No food should be allowed to spoil in the refrigerator. All dishes should be kept perfectly clean. Strong-odored foods should not be kept in the refrigerator unless they are securely covered.

The *store and supply rooms* should be kept clean and in order. The shelves should be frequently wiped and washed thoroughly when necessary. The floor should be swept and mopped frequently. The supplies and equipment should be arranged so that good use of space can be made and things can be found easily.

Cupboards and all storage centers should be kept orderly and clean. They should frequently be washed and wiped. Occasional washing of the dishes, glassware, and equipment not frequently used is also necessary, and some care should be given these each day. Cupboards, closets, and shelves in disorder prevent the school kitchen from being attractive. They also make good work difficult.

COURTESY DR. FLORENCE BLAZIER

• These girls are preparing meals in their school kitchen, and sharing the tasks of the preparation.

A general schedule of work should be made out for the group and for each person. Provision should be made for daily tasks, weekly tasks, and less frequent ones. If we have a regular way of doing many of these tasks, our work in the school kitchen will be better and more easily done.

Things to do

1 Make a work schedule to be followed in the school kitchen.
2 Plan the arrangement of the equipment in the units.
3 Arrange the equipment according to the plan made.
4 Decide on the rules to be followed in the school kitchen.

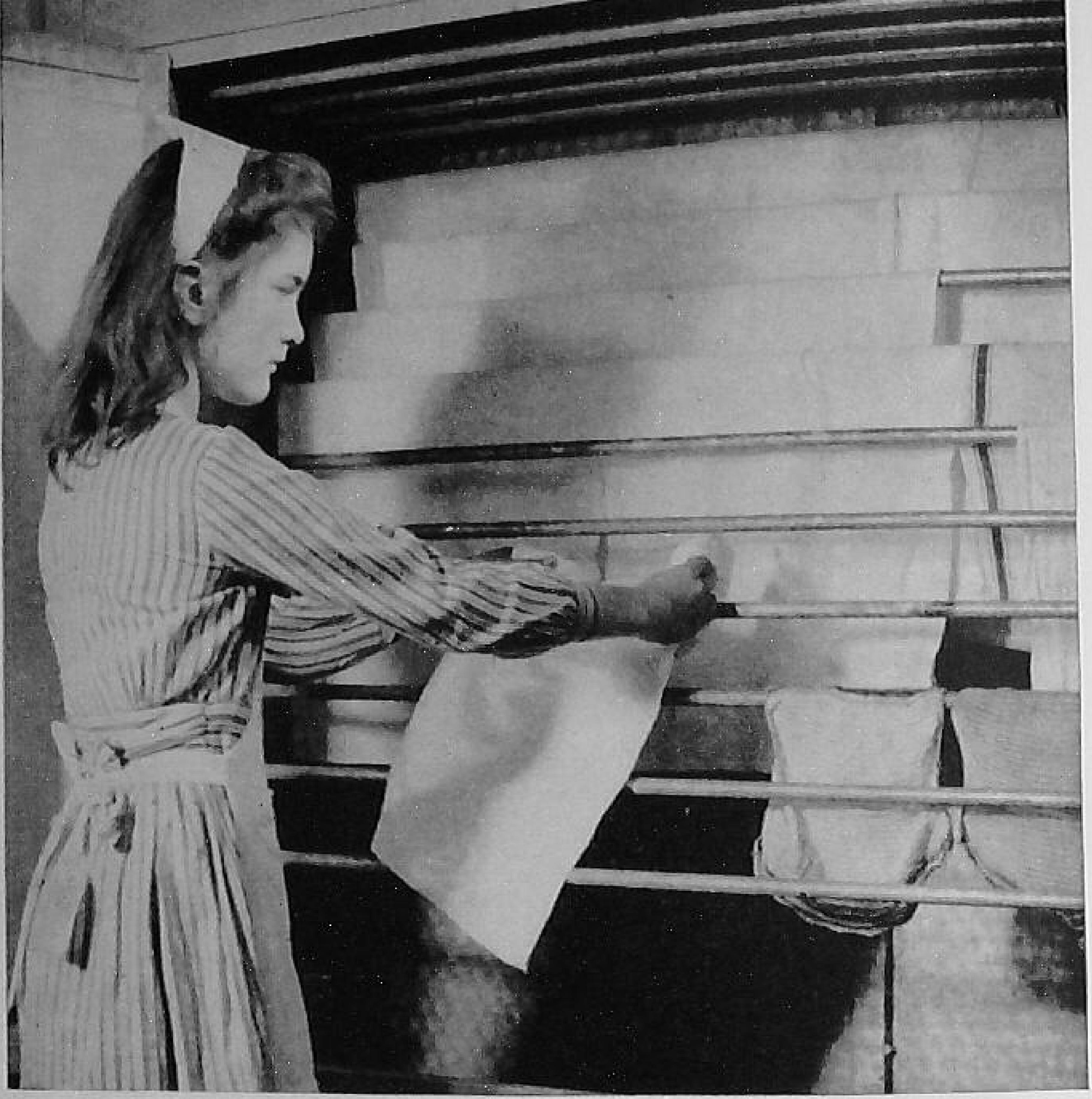
COURTESY DR. FLORENCE BLAZIER

• Cooperation in setting the table and getting the meal ready makes the work run smoothly.

5 Plan a cleaning schedule for the large equipment and the equipment less frequently used.
6 Practice cleaning various pieces of equipment.

5 *How shall we wash the dishes and utensils?*

The washing of dishes and utensils is an important part of meal work. Our health, the appearance of our kitchen, and our ability as workers are affected by the way this task is done. Dishwashing is one of the jobs in homemaking that must be done frequently and regularly. It should be



COURTESY DR. FLORENCE BLAZIER

• Dish towels and cloths should be hung neatly on the drying rack when the dishes are done.

so done that the least possible amount of time and energy will be required. Proper equipment and satisfactory methods are essential if this is to be accomplished. Necessary equipment and supplies are given below:

Equipment	Supplies
Two dishpans, or one pan and the drainboard	Soap
Wire drainer or rack	Silver polish
Dishcloths	Aluminum polish
Plate scraper	Scouring powder
Dishmop	
Utensil cleaner	
Dish towels	

To do dishwashing well we must have good standards of cleanliness and management. A carefully planned way

of doing the dishwashing will help the worker in performing the task. The following method is efficient:

1. Remove all grease and scraps of food from the dishes and utensils.
2. Pile the dishes and utensils in the order to be washed.
3. Place the dishes in a convenient position for the person washing them.
4. Put to soak the dishes and pans with food sticking to them.
5. Fill the dishpan two-thirds full with hot, soapy water.
6. Wash in this order: glassware, silverware, china, greasy dishes, and utensils.
7. Change the water as often as necessary.
8. Rinse with clear, hot water.
9. Allow the china to dry in the dish rack or wipe dry with a clean towel.
10. Dry the glassware, silverware, and utensils thoroughly with a clean towel.
11. Wash the sink, drainboard, dishcloth, and dishpan.
12. Hang the dishcloth and towels on a rack to dry. If longer service is desired from dish towels, wash them out in hot suds, rinse, and hang on the rack to dry.
13. Put all the dishes, utensils, equipment, and supplies in their proper places. If this is done each time, there will be no disorder in the storage spaces or in the kitchen. Kitchen disorder is also lessened by washing and putting away, while the food is cooking, as many as possible of the dishes and utensils used in food preparation.

Most people when washing dishes like to work with someone. When dishwashing is a joint undertaking, the tasks should be divided equally so that each one does her part and good will prevails.

Things to do

1 Work in groups of two and wash dishes and utensils according to the suggested method.

2 After using this method, decide changes that you would make to improve the procedures.

3 Try out your changed method of washing dishes and utensils. Decide which is the better to use.

4 Make a time study of washing dishes and utensils, in which you try to reduce the time used.

6 *What general methods shall we follow in cooking?*

In cooking, as in traveling, there are certain guideposts that point the way. The success of the traveler is determined by his ability to read signs and follow their directions. The success of a cook, likewise, depends on her ability to understand and her readiness to follow the directions on her guidepost. She must not only know "what" and "how much," but "how," if she is to be skillful in preparing food.

The first guidepost directs our attention to the necessity of *standard equipment*. Only measuring cups and spoons that have been made and tested according to government standards should be used. These have the various divisions indicated upon them. The spoons are in sets of three or more, a spoon for each different measure: $\frac{1}{4}$ teaspoon, $\frac{1}{3}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. These are all inexpensive utensils and can be purchased almost anywhere.

Accurate measurements are very important in cooking if we wish successful results. This is our second guidepost. Reliable recipes are based on such measurements. Because there is no way of estimating "rounding" and "heaping," all measurements should be level. This is done with dry or soft foods, such as flour or butter, by pushing the back of a knife along the surface of the spoon or cup. Accuracy in measuring liquids is obtained by following exactly the markings on the cup.

When we first see a recipe it looks strange. The funny combinations of letters and figures do not seem to make sense. Just as *St.* stands for *street*, *Mass.* for *Massachusetts*,

or *Nov.* for *November,* so certain other abbreviations have been accepted for terms used in recipes. We must understand these abbreviations if we are to use our recipes with successful results.

The recipe should be carefully read and followed. Only by doing this can we know the correct method to use for each food. For example, we learn from the recipe that milk is easily burned, so it should not be cooked directly over a high flame; that cabbage, turnips, and other strong-flavored vegetables should not be cooked in a covered vessel. Sometimes a recipe is blamed for a poor product when the difficulty lies in how the recipe is followed.

We should be familiar with the following terms and their abbreviations:

cup	c.	pound	lb.
teaspoon	t.	square	sq.
tablespoon	T.	quart	qt.
pint	pt.		

There are also some equivalent measurements that we should know:

1 c. = 16 T.
1 T. = 3 t.
1 pt. liquid = 2 c.
1 qt. = 2 pt. or 4 c.
1 egg = 9 t. or 3 T.

In writing a recipe, the ingredients and their amounts are given first, then the method of preparing, and next the combining and cooking. An example follows:

Cream of Rice Pudding

- 4 c. milk, scalded
- ¼ c. rice
- ¼ t. cinnamon
- ¼ c. sugar, honey, or sirup
- ¼ t. salt
- ½ t. fat for oiling baking pan or dish

Wash the rice. Combine all the ingredients. Pour into an oiled baking pan. Bake in a slow oven (300° F.) about 2 hours. Stir frequently (every 15 to 20 minutes). When done, the rice will have taken up all the milk and will be soft and plump.

Frequently, at school, we need to divide a recipe and make for example one-half, one-third, or one-fourth. When this is done, all ingredients in the recipe are divided alike. Thus one-half of the above recipe would be:

2 c. milk
1/8 c. rice
1/8 t. cinnamon
1/8 c. sugar, honey, or sirup
1/8 t. salt
1/4 t. fat for oiling baking pan or dish

A recipe may also be enlarged by multiplying all of the ingredients by two, three, or whatever number is needed to make the amount desired.

The finished product should be cared for properly. The care required, of course, varies with different foods. Some foods should be kept warm or hot, and others cold. Usually the care needed is described in the recipe or in the general information given on the care of the various kinds of foods.

Things to do

1 Practice measuring dry and liquid foods accurately.
2 Read a number of recipes, noting the abbreviations used. Look up any that you do not know.
3 Read two recipes. What information in regard to procedures is given in each?
4 Decide what a good recipe should include.
5 On a separate sheet of paper, practice dividing recipes (1/4, 1/3, and 1/2) and enlarging recipes (2 and 3 times).

7 *What is a good breakfast?*

Breakfast is a most important meal. Coming after a long period of fasting, its importance in maintaining body

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• A good breakfast makes a good beginning for the day.

well-being can hardly be overestimated. Not only should we never go without breakfast, but we should always have a good breakfast. There are certain standards by which we can judge our breakfast so that we can easily give ourselves a proper one.

A good breakfast *has all the food groups* represented. Thus, we should have the go, grow, and regulating and protective foods in our meal. Though there are two other meals in which the "must-have" foods may be included, it is much easier to obtain the needed amounts if our breakfast contains a fair representation of these foods.

We use a smaller number of foods for breakfast than

for any other meal. In fact, people tend to eat much the same breakfast day after day. Foods that are considered suitable for breakfast are fruit, cereals, breads, milk, beverages, eggs, meat, vegetables, and sweets. The fruits include oranges, grapefruit, apples, pears, peaches, grapes, berries, and dried prunes and apricots. These are served either raw or cooked. Cereals include rolled oats and wheat, Farina, corn meal, rice, and ready-prepared cereals. Breads include yeast bread, toast, rolls, griddle cakes, muffins, and biscuits. Milk is served as a beverage and in combination with other foods. Cocoa and chocolate are popular breakfast beverages. The grownups in the family often prefer coffee and tea. Eggs are a favorite breakfast dish and are served in many ways; probably the most common methods used are frying and cooking in water. Breakfast meats are limited to bacon, ham, sausage, fish, dried beef, and occasionally lamb chops. Vegetables served for breakfast are potatoes and tomatoes. Sweets include such foods as jelly, preserves, jam, marmalade, and honey.

Milk is such an important food for everyone that a safe rule is, "Always include milk in some form in the breakfast." In this way, a good start is made to obtain the needed daily quart. Including milk in one's breakfast is not difficult because many foods served at this meal require milk. People who have milk for their morning beverage find little difficulty in meeting their day's requirement for milk.

A good breakfast is *sufficient in quantity*. It includes one third, or slightly less, of the day's food. We really need a good supply of food for the body's activities and to give us a good start for the day's work. When we eat too small a breakfast, we are likely to feel lifeless and weak and to be unable to do our work in a satisfactory way. Of course, the needs of all people are not the same. Some are more active than others. Some are growing, and others are already grown. Season and climate, too, affect the kind and amount of food needed.

Breakfasts are classed as light, medium, or heavy, according to the quantity and kind of foods included. Light breakfasts, as well as other light meals, are for adults who do very light work and need little food for body building. Medium and heavy breakfasts are for boys and girls who are growing and are very active. Boys playing football, and boys and girls playing such games as basketball, tennis, and hockey, require a medium or heavy breakfast.

Here are common patterns for medium and heavy breakfasts.

Medium Breakfast	Heavy Breakfast
Fruit	Fruit
Cereal or main dish	Cereal
Bread in some form	Main dish
Beverage	Other hot dish
Sweet	Bread in some form
	Sweet
	Beverage

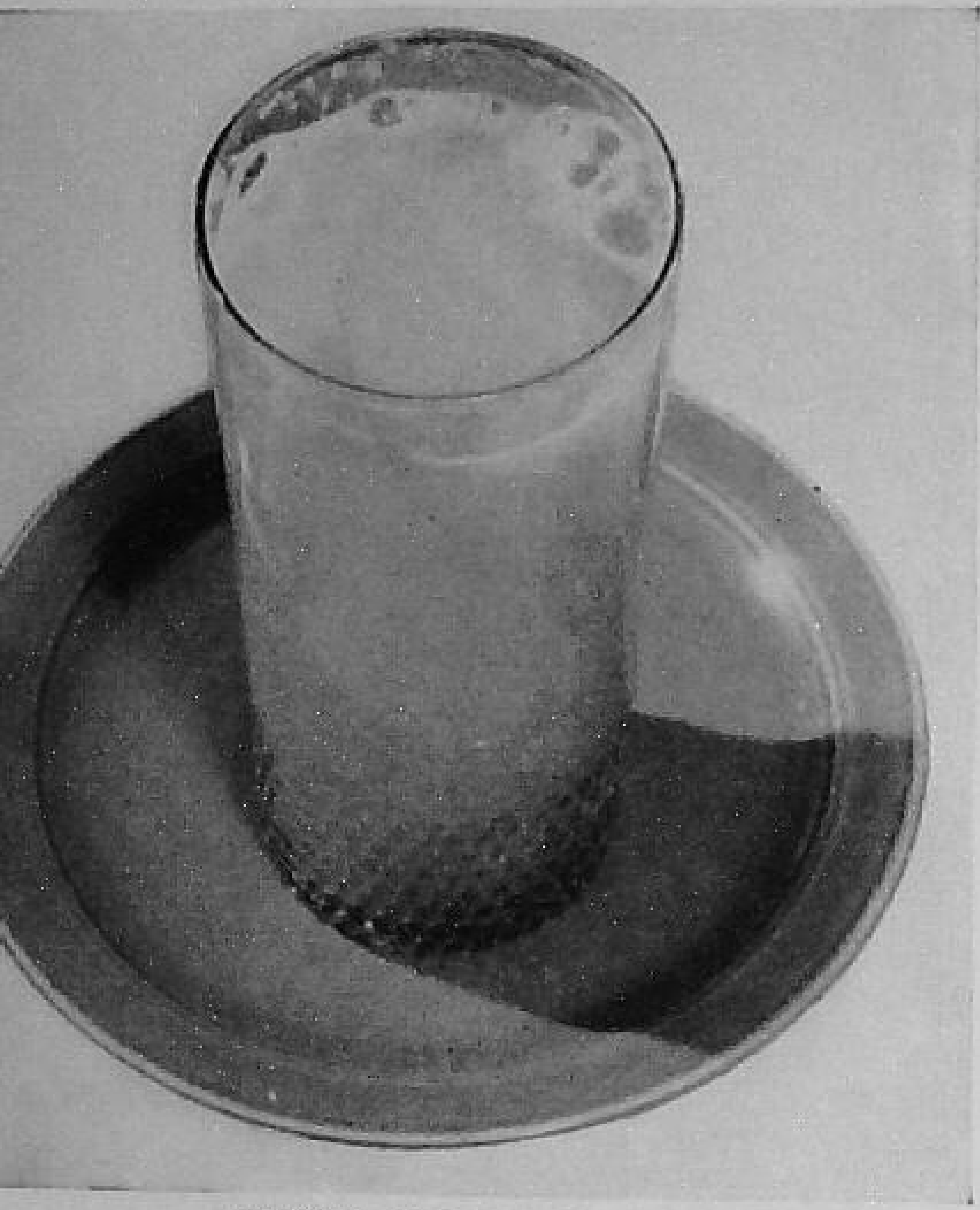
A good breakfast is *attractive and appealing* to the appetite. Pleasing and colorful food combinations, good flavor and seasoning, and interesting contrasts all help in this.

The breakfast should be served in a pleasing manner. Although this meal is the most informal of all, a nice, simple, and easy way of serving should be worked out by the family. Plenty of time should be allowed for breakfast. If this is not done, a half-eaten, bolted breakfast is likely to result and we will be less than our best throughout the day.

Things to do

1 Judge the following breakfasts for schoolgirls:

Menu 1	Menu 2
1 large glass of orange juice	Corn flakes and whole milk
1 slice of dry toast	2 soft-cooked eggs
	Coffee



COURTESY CALIFORNIA FRUIT GROWERS' EXCHANGE

• A glass of orange juice is a breakfast favorite.

Menu 3

Half grapefruit
1 slice of bread
1 pat of enriched butter substitute
1 tablespoon of jelly
1 glass of milk

Menu 4

Baked apple
Oatmeal and top milk or thin cream
1 egg
1 slice of buttered toast
1 cup of cocoa

Menu 5

Canned peaches and cream
Griddle cakes (6 small)
2 slices of bacon
1 glass of milk

2 Decide what type of meals must follow each of these breakfasts if the day's food is adequate.
3 Decide in each case what foods must be included in the other two meals. What bad effects do the inadequate breakfasts have upon the other meals of the day.
4 Plan a breakfast for yourself that you consider a good one. Bring the plan to class for evaluation.

8 *How shall we prepare and serve raw fruit?*

Fruits which are often served raw are oranges, grapefruit, apples, pears, plums, grapes, berries, and peaches. The preparation of raw fruits is rather simple, so little equipment is needed. The utensils usually needed are a crock or pan for washing the fruit; a paring knife or fruit knife to pare, core, and remove any decay; and a spoon to serve the fruit or sprinkle sugar on it.

Washing is the first step in preparing any fruit. It is important and should always be done to remove dirt and injurious chemicals that may have been used in spraying. With the exception of berries, plunging the fruit into a bowl of water is the method used. Usually the excess water is shaken gently from the washed fruit. However, the fruit may be wiped with a clean cloth or towel. Berries are delicate and should be washed by putting them in a wire sieve and pouring water over them, or by dipping the sieve lightly up and down in a crock of water until they are clean. Certain berries, such as strawberries and blackberries, require stemming. This is done either before or after washing.

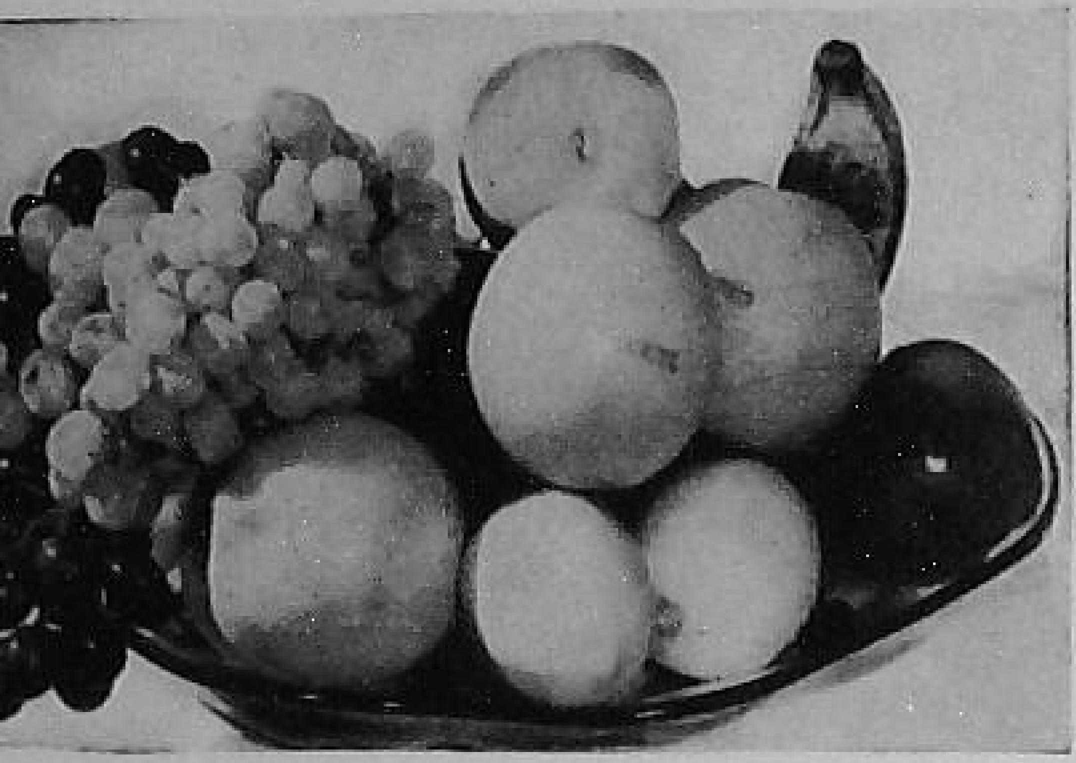
COURTESY CALIFORNIA FRUIT GROWERS' EXCHANGE

• A tempting plate of orange slices, blackberries, strawberries, and raspberries.

Oranges frequently are cut in halves, sprinkled with sugar if desired, and placed on a small individual plate. One half or two halves are an individual serving. A spoon is used for eating.

Sliced oranges are prepared by first peeling the orange. Using a sharp knife, cut the orange into thin slices, crosswise of the fruit. The slices are arranged attractively on a small individual plate and sprinkled with sugar if desired. A whole or half a sliced orange is a serving. A fork is used in eating sliced oranges.

Orange juice is prepared by extracting the juice with a juicer. The juice is chilled and served in a small glass on the breakfast plate or on a small individual plate. No sugar is added. The juice from one medium or large



COURTESY CALIFORNIA FRUIT GROWERS' EXCHANGE

• A fruit plate is pleasing for any meal.

orange is considered one serving.

A grapefruit is cut in half. If necessary, the seeds are removed and the tough membrane and core are cut away at the center. Use a paring knife or a grapefruit knife. Separate the sections from the membrane surrounding them and at the same time cut them away from the rind, starting at the center to loosen each section. Sprinkle the fruit with sugar if desired. A red cherry placed in the center gives a colorful note. Grapefruit can be prepared several hours before serving. If prepared ahead, it should be kept in a cool place. Grapefruit is served on a small individual plate with a spoon. A half grapefruit is a serving.

Apples and pears are served whole or in sections, on a small individual plate with a fruit knife. Plums are served whole, three or four in number, in the same manner. Grapes are served in a bunch or part of a bunch on a small individual plate. Usually no silver is needed in serving plums and grapes.

Berries are served within a short time after washing. They are placed in a saucedish or sherbet dish and sprinkled with granulated or powdered sugar. When served, the dish is placed upon the breakfast plate or upon a small individual plate. Milk or cream may be served with berries, and they are eaten with a teaspoon or dessert spoon. Orange juice gives a different but pleasing flavor to berries if served instead of milk or cream.

Peaches may be served whole, without paring, on a small individual plate with a fruit knife. They may also be pared and sliced and placed in a saucedish or sherbet dish. They are served with sugar or with both cream and sugar.

The dish is placed on the breakfast or individual plate. Peaches are eaten with a teaspoon or dessert spoon.

Things to do

1 Judge the fruit products prepared.
2 Decide what each fruit prepared would add to the diet.
3 Estimate the cost per serving of each fruit prepared.

9 *How shall we prepare and serve stewed fruit?*

Fruits which are commonly stewed are apples, peaches, plums, pears, and berries. The method for all is much the same, except that hard fruits require more time to cook.

> The time required for cooking stewed fresh fruits is thus:
>
> 10 minutes for apples
> 10 to 30 minutes for soft pears
> 1¼ hours for hard pears
> 10 minutes for plums
> 5 to 10 minutes for berries

Apples, pears, and peaches are usually pared before stewing and may be left whole or cut in sections.

Stewed Fruit

The following utensils will be needed: cooking spoon, crock or pan, measuring cup, measuring spoons, paring knife, kettle.

Fruit, 2 lbs. (Approximately 6 apples or pears; 8–10 peaches; 4–5 c. berries; 16–20 plums)
Sugar, honey, or sirup, ½ to 1 c. (According to fruit and to personal taste)
Water, 1 c. for apples and pears; ¼ to ⅓ c. for other fruit
Cinnamon, ¼ t. for apples, pears, and peaches, if desired
Nutmeg, ¼ t. for apples, pears, and peaches, if desired

Put the sugar and water in a kettle. Bring to the boiling point. Add the fruit and cook until tender, the time of cooking depending upon the fruit. When done, sprinkle with spice if desired. If apples or pears are very hard, they should be cooked in water first to soften them. The sugar is then added and the cooking continued until the sugar is dissolved. If this method is used, at least 1½ cups of water will be needed instead of 1 cup.

Two girls—¼ recipe.

Stewed fruit is served either warm or chilled, in a sauce-dish or sherbet dish placed either on an individual plate or directly on the table. A teaspoon is used for eating.

Things to do

See "Things to do" on page 185 for suggestions.

10 *How shall we prepare and serve dried fruit?*

Dried fruits are much used because of their pleasing and different flavor, their high food value, and their reasonable cost. The most commonly used dried fruits are prunes, peaches, apricots, apples, raisins, and figs.

In the process of drying, most of the water content which gives fresh fruit its juice has been removed, and the fruit becomes leathery and firm. Aside from soaking to restore some of the water, they are prepared and served similarly to stewed fruits.

Dried Fruit

The following utensils will be needed: cooking spoon, crock or pan, measuring cup, measuring spoons, kettle.

½ lb. (1–1¼ cups) dried fruit
2 c. warm water

Sugar, honey, or sirup.
- prunes, raisins, and figs: none to ¼ c.
- peaches and apples: ¼ to ⅓ c.
- apricots: ½ c.

Wash the fruit thoroughly in the crock or pan. Put the fruit in the kettle and pour warm water over it. Let it soak for an hour or until the fruit is plumped. Cover and place on the stove and cook very slowly until tender. Add sugar, honey, or sirup and boil until thoroughly dissolved. Then remove from the fire. Fifteen to twenty minutes is about the time required for cooking.

Two girls—⅓ recipe.

Dried fruit is served warm or chilled in a saucedish or sherbet dish placed either on an individual plate or directly on the table. A teaspoon is used for eating.

COURTESY CALIFORNIA PRUNE AND APRICOT GROWERS' ASSOCIATION

• Unusual flavor, high nutritive value, and reasonable cost make stewed prunes a popular dish.

Things to do

See "Things to do" on page 185 for suggestions.

11 *How shall we prepare and serve milk?*

Milk is one of our most important beverages and is good to serve at any meal of the day. Because milk is an excellent source of grow and regulating and protective foods, we add much that is valuable to our meals when we include milk as a beverage.

Fresh milk is probably the kind that is preferred by most people. However, evaporated and dried milk are desirable

to use and often can be substituted for fresh milk. Many recipes include evaporated or dried milk as one of the ingredients. Pasteurized milk is the safest fresh milk, and especially when it is to be used without scalding or cooking in some way. Much fresh milk today is homogenized—that is, it is processed so that the fat globules are broken up and spread through the milk instead of rising to the top as cream.

Chilled milk is probably the most common of milk drinks. However, there are other milk beverages that are pleasing and interesting and which may add variety to the meal.

Not much equipment is needed for preparing chilled milk, a tablespoon being about all besides the container. Hot milk and honey milk require a double boiler, measuring cup, measuring spoons, and a cooking spoon. For caramel milk, if the caramel sirup is not already prepared, a saucepan or skillet should be added. In making tomato milk, we shall need a mixing bowl, measuring cup, measuring spoons, and mixing spoons.

Chilled Milk

1 to 1⅓ c. well-chilled milk

If the milk is not homogenized, shake or stir it in container until the cream is thoroughly mixed with the milk. Pour the milk into a medium or tall glass until within two-thirds inch of the top. Sip or drink the milk from the glass slowly as desired.

One girl—entire recipe.

Hot Milk

1 c. milk   Speck of salt

Shake or stir milk, if not homogenized, until the cream is thoroughly mixed with the milk. Fill the bottom of the double boiler one-third full of hot water and place over the flame. Put milk in the upper part of the double boiler and

place over the lower part. Heat until scalding. Remove from the fire and add salt.

One girl—⅔ recipe.

Honey or Molasses Milk

1 c. milk	2 T. of honey or molasses
1/32 t. nutmeg or cinnamon if desired	

Heat milk, honey or molasses, and nutmeg or cinnamon in double boiler until scalding and remove from the fire.

One girl—⅔ recipe.

Milk Caramel

1 pt. milk	½ T. sugar
1 T. caramel sirup	⅛ t. salt

Heat milk, caramel sirup, and sugar in a double boiler until scalding. Remove from fire and add salt.

One girl—⅓ recipe.

Caramel Sirup

1 c. sugar	1 c. boiling water

Place sugar in saucepan or skillet. Heat slowly, stirring until the sugar is melted and turns a golden brown. Add the boiling water gradually and boil until lumps are dissolved, stirring as needed. Continue boiling until the sirup is thick as corn sirup.

Two girls—¼ recipe.

Hot milk, honey or molasses milk, and milk caramel are served in a teacup filled to within two-thirds inch of the top and placed on a saucer. A teaspoon, placed on the saucer, is used only to test the temperature, since the beverage is drunk from the cup. A toasted cracker or a graham cracker may be served with any of these milk drinks.

Tomato Milk

½ c. chilled evaporated milk	1½ c. chilled tomato juice
½ c. water or chipped ice	⅓ t. salt
Dash of celery salt	Few grains of pepper

Mix the milk and water or chipped ice. Stir in the tomato juice and add the salt, celery salt, and pepper.

One girl—¼ recipe.

Pour the tomato milk into a medium or tall glass until within two-thirds inch of the top. A toasted cracker or a slice of buttered bread is often served with this beverage.

Things to do

See "Things to do" on page 185 for suggestions.

12 *How shall we prepare and serve cocoa and chocolate?*

Cocoa and chocolate are widely used beverages. They have a pleasing flavor that is liked by many. In the beverage form, they are so similar that few can tell the difference. Chocolate contains much more fat than does cocoa. Chocolate is sold in cakes and cocoa in a powder form. They are especially good beverages because they are made with milk.

Cocoa

The following utensils will be needed: double boiler, measuring cup, measuring spoons, cooking spoon, Dover egg beater.

2–4 T. cocoa	Speck of salt
2–4 T. sugar	¼ t. vanilla
3 c. milk	8 marshmallows *or* 8 T. marshmallow cream, or ½ c. whipped cream or evaporated milk
1 c. hot water	

Fill the bottom of the double boiler one-third full of hot water and place on the fire. Put cocoa, sugar, and salt in

the upper part of the double boiler and mix. Add hot water and stir. Place over the fire and boil until smooth and glossy, stirring constantly. Add milk and place over the lower part of the double boiler. Heat until scalding. Beat the mixture with a Dover egg beater for one or two minutes. Add vanilla just before serving.

One girl—¼ recipe.

Chocolate

- 1 sq. unsweetened chocolate
- 2–4 T. sugar
- 1 c. boiling water
- 3 c. milk
- Dash of salt
- ¼ t. vanilla
- 8 marshmallows *or* 8 T. marshmallow cream, or ½ c. whipped cream or evaporated milk

Fill the bottom of the double boiler ⅓ full of hot water and place over the flame. Put chocolate in the upper part of the double boiler and place over the lower part. When melted, add sugar and salt. Add water gradually, stirring constantly. Remove the upper part of the double boiler from the lower part and cook over the fire four minutes or until smooth and glossy. Add milk and place back in the lower part of the double boiler. Heat until scalding. Beat the mixture with a Dover egg beater for one or two minutes. Add vanilla just before serving.

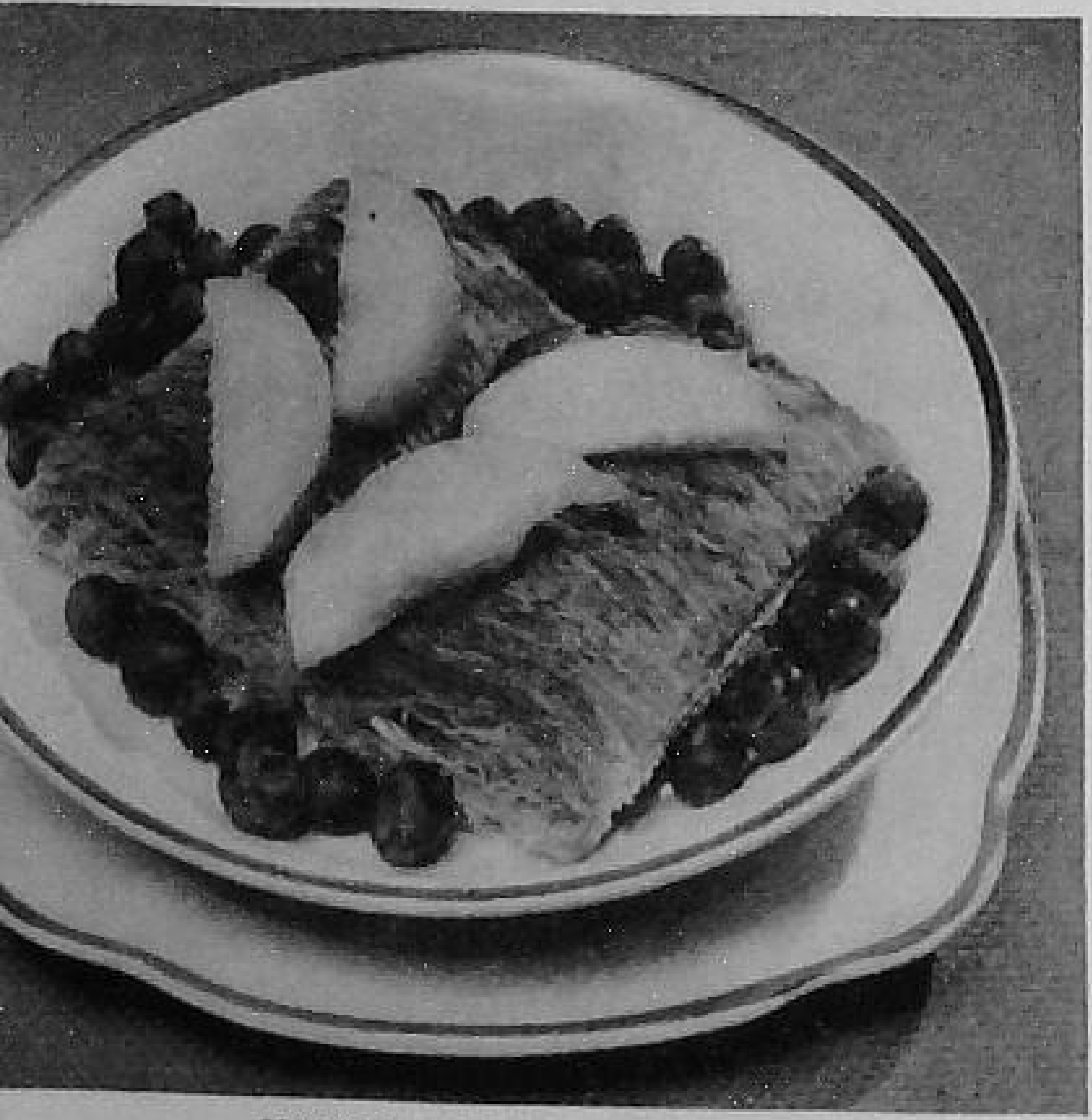
Note: If preferred, the vanilla can be omitted in both cocoa and chocolate.

One girl—¼ recipe. (One girl may prepare cocoa and one chocolate, and then compare the products.)

Cocoa and chocolate are both served hot in a teacup, filled to within ⅔ inch of the top, and placed on a saucer. If a marshmallow or marshmallow cream is used as a garnish, that is, a decoration, it is placed in the cup and the hot beverage poured over it, and the beverage stirred just before serving. If whipped cream or evaporated milk is used as a garnish, a rounding teaspoon of whipped cream or evapo-

COURTESY "WHAT'S NEW IN HOME ECONOMICS"

• Brown sugar sprinkled over puffed rice makes a tasty breakfast dish.



COURTESY "WHAT'S NEW IN HOME ECONOMICS"

• Fruit and cereal all in one.

rated milk is added after the beverage is poured in the cup. On the saucer is placed a teaspoon which is used only to test the temperature of the beverage as it is drunk from the cup. Cocoa and chocolate are also served iced. In this case, a medium or tall glass is filled with the beverage to within ⅔ inch of the top and placed on a small individual plate with a teaspoon or iced-tea spoon. The spoon is used for stirring the beverage.

Things to do

See "Things to do," page 185.

13 *How shall we prepare and serve ready-prepared cereals?*

A wide variety of ready-prepared cereals are found in the stores. The ease with which these can be served and their attractive flavor and texture are among the reasons for their extensive use. Ready-prepared cereals include the puffed, shredded, and flaked grain products, as well as some others. Wheat, rice, corn, and oats are the most common grains for prepared cereals. Many ready-to-serve cereals, as well as

those that are to be cooked, are now enriched or restored.

The ready-prepared cereals are more expensive than those that require cooking before serving. All the prepared cereals are commercial products and are sold under specific trade names.

The only preparation required for the ready-prepared cereals is crisping. Even this is not always necessary. The careful packaging of the cereals in boxes that are lined and often covered with waxed paper has lessened the possibility of their taking up moisture from the air. Directions are given on each package for the crisping of the contents.

Some of the ready-prepared cereals that may be served either plain or with fruit are: branflakes, grapenut flakes, cornflakes or Post Toasties, grapenut, shredded wheat, puffed rice and wheat, and Cheerioats.

Ready-prepared cereals are served either plain or with fruit. Bananas, fresh berries, peaches, and stewed fruit, either fresh or dried, are all used. These cereals alone or with fruit are served in a cereal dish placed on the breakfast plate. They are eaten with a teaspoon or cereal spoon. Cream or whole milk and sugar are served with them.

Things to do

See "Things to do" on page 185 for suggestions.

14 *How shall we prepare and serve rolled oats?*

Rolled oats are among the cereals that must be cooked before they are ready to eat. They are an especially good cereal because they contain the entire grain. Rolled oats have largely replaced oatmeal in the American diet. Those of us whose ancestors came from Scotland have heard much of the porridge made from oatmeal and of the long hours of cooking necessary in its making. Few, if any, of us would find oatmeal porridge as pleasing to our taste as the rolled oats which are the product of modern milling methods. In the preparation of this cereal the oat grain has been partly

COURTESY "WHAT'S NEW IN HOME ECONOMICS"

• A bowl of hot rolled oats ready to be eaten!

cooked and then rolled and dried. We like the flaky character that results far better than the pastiness of the porridge made from the ground oat grain. The modern product, too, has the further advantage of requiring a shorter cooking time.

Rolled Oats

The following utensils will be needed: double boiler, measuring cup, measuring spoons, cooking spoon, or tablespoon.

1 c. rolled oats
1 t. salt
3 c. boiling water

Fill the lower part of the double boiler one-third full of boiling water. In the upper part of the double boiler put the 3 c. boiling water and salt. Place directly over the flame. Add the cereal slowly to the boiling water. Cook from 3 to 10 minutes. Place the upper part of double boiler over the lower part and set over the flame. Allow to steam for 30 minutes.

Variations:

Use milk instead of water. Take great care when cooking over the flame, as milk scorches easily.

Add ½ to 1 c. of dried fruit, such as raisins, figs, or dates. Stir fruit into the cereal soon after the steaming begins.

One girl in each group—⅓ regular recipe or variation.

Rolled oats are served hot in a cereal dish placed upon the breakfast plate. Cream or whole milk and sugar are

served with the cereal. It is eaten with a teaspoon or cereal spoon.

Things to do

See "Things to do" on page 185 for suggestions.

15 *How shall we prepare and serve ground cereals?*

Favorite breakfast dishes are the ground cereals. Examples of these are the commercial products Wheatena and Farina, which contain the wheat heart and some of the bran and germ, and Cream of Wheat, a white cereal which contains none of the bran and germ. Ground cereals are cooked into a thick porridge. Similar wheat products, not under brand names, are obtainable in some markets at lower prices.

Ground Cereal

The following utensils will be needed: double boiler, measuring cup, measuring spoons, cooking spoon or tablespoon.

1 c. ground cereal
1¼–1½ t. salt
5 c. boiling water

Fill the lower part of the double boiler about ⅓ full of boiling water. In the upper part of double boiler, put the 5 c. boiling water and salt. Place directly over the flame. When boiling, add the ground cereal slowly, stirring constantly. Continue stirring and cook for 10 minutes. Place the upper part of the double boiler in the lower part and steam for 20 to 30 minutes.

Variations:

Use milk for part or all of the water. Take great care when cooking over the flame, as milk scorches easily.

Add ½ to 1 c. of dried fruit, such as raisins, figs, or dates. Stir the fruit into the cereal soon after the steaming begins.

One girl in each group—¼ regular recipe or variation.

Ground cereal is served in a cereal dish placed upon the breakfast plate. Cream or whole milk and sugar are commonly served with this cereal. Some prefer butter, or butter and sugar, instead of cream and sugar. Ground cereal is eaten with a teaspoon or cereal spoon.

Things to do

See "Things to do" on page 185 for suggestions.

16 *How shall we prepare and serve eggs cooked in water?*

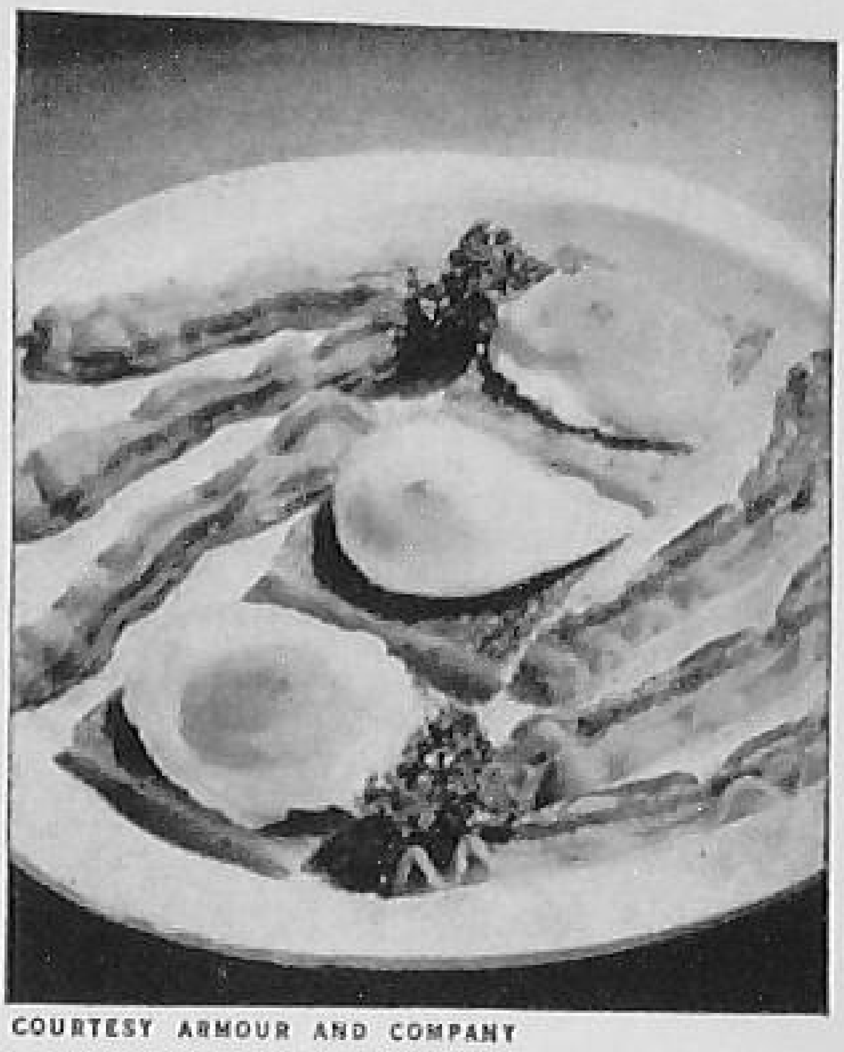
People in all lands have long used eggs for food. Although the kind of eggs has varied, chicken eggs have been the most favored. Enclosed within the shell of the hen's egg are all that is needed to build the blood, the muscle, the nervous system, the body structure, and the downy feathers of the young chick. From this we may know that the egg is rich in the grow foods and in certain of the regulating and protective foods. In this country eggs are widely used as a regular food for breakfast. This is a fine custom, as it gives us one egg, which is what we need, each day. One of the simplest ways of preparing eggs is to cook them in water. As we shall see, there are several ways in which this may be done.

Soft-cooked and Hard-cooked Eggs

The following utensils will be needed: saucepan and cover, cooking spoon or tablespoon.

Eggs
Boiling water sufficient to cover eggs

Put boiling water in a saucepan. Lower the eggs into the water, one at a time, using a tablespoon. Cover the pan and place where water and eggs will keep hot but will not boil. If soft-cooked eggs are desired, let them remain in the hot water for 5 minutes; for medium hard-cooked eggs allow 10 minutes; and for hard-cooked eggs allow 45 minutes.



COURTESY ARMOUR AND COMPANY

• Poached eggs on toast and bacon too!

The shells are more easily removed from hard-cooked eggs if, upon removal from the hot water, the eggs are placed in cold water for a short time.

One girl—prepare 1 egg by one of the above ways.

Eggs cooked in the shell, whether soft- or hard-cooked, are served in an egg cup, saucedish, bowl, or on the breakfast plate. If served in an egg cup, the shell is cut from one end of the egg with the knife and the egg is eaten from the shell with a spoon. If served on a saucedish or plate, a knife and spoon are used to remove the egg from the shell. The egg is then seasoned and eaten with a spoon.

Poached Eggs

The following utensils will be needed: shallow pan or skillet, lid for pan, pancake turner or skimmer, cup or saucer, cooking spoon, measuring spoon.

Eggs
½ t. salt for each pint of water
Few grains of pepper

Oil a pan or skillet. Fill the pan one-half to two-thirds full of water to which salt has been added. Heat water to

the boiling point. Break the eggs one at a time in a cup or saucer. Carefully slide each egg into the hot water, taking care not to break the yolk and to keep each egg separate. Cover and place where the water will keep hot, but do not boil. Occasionally, dip hot water from the pan over the eggs to cook the top part of the eggs. Let stand until the egg white is set, which will take about 5 minutes. Remove the egg with a pancake turner or skimmer. When placed on the serving dish, sprinkle with pepper if desired.

One girl, or two girls—prepare 1 egg.

Poached eggs are served in a saucedish, on an individual breakfast plate, or on a serving dish. A favorite way is to serve them on toast, usually one egg to one slice of toast. They are eaten with a fork.

Things to do

See "Things to do" on page 185 for suggestions.

17 *How shall we prepare and serve fried and scrambled eggs?*

Fried and scrambled eggs may be served at any of the day's meals. However, in many homes they are customary breakfast dishes. They are quickly and easily prepared and combine well with other foods.

Fried Eggs

The following utensils will be needed: skillet or frying pan, teacup or saucer, cooking spoon, pancake turner or skimmer.

Fat (bacon or ham drippings, butter, lard, or other fat), 1 T. for 1 egg	Eggs Salt, 1/8 t. for 1 egg Pepper, few grains for 1 egg

Heat fat in a skillet or frying pan until it is hot enough to set the egg but is not smoking hot. Break the egg care-

fully into a cup or saucer so as not to break the yolk. Slide the egg easily into the fat. Sprinkle with salt and pepper. Dip hot fat on the top of the egg to cook it. Remove with a pancake turner or skimmer.

Variations:

Sliced bacon and ham are often served with fried eggs. If these are used, they are fried first in the pan, and then the eggs are cooked in their drippings.

One girl—1 egg.

Fried eggs are served on a platter or on the individual breakfast plate. Bacon and ham, if used, are usually served on the same plate as the eggs. Fried eggs are eaten with a fork.

Scrambled Eggs

The following utensils will be needed: skillet or frying pan, bowl, measuring spoons, cooking spoon, wire whisk egg beater.

5 eggs	½ t. salt
½ c. milk	⅛ t. pepper
2 T. butter	

Beat eggs slightly, add salt, pepper, and milk. Heat skillet or frying pan, but not smoking hot. Put in butter. When melted, add egg mixture, stir occasionally, lifting from the bottom, and cook slowly.

Variations:

The recipe for scrambled eggs given above may be varied by adding ½ c. chopped fresh tomato or canned tomato, minced beef, chopped ham, bacon, Vienna sausage, nuts, or chopped green peppers. Whichever of these is chosen for variation, it should be added to the beaten eggs before they are cooked.

One girl—1 egg.

Scrambled eggs are served on a platter, in a bowl, or directly on the individual breakfast plate. They are eaten with a fork.

Things to do

See "Things to do" on page 185 for suggestions.

18 *How shall we prepare and serve toast?*

Toast in some form is a favorite breakfast bread in this country. No matter where you go, you find toast of some type served. All are made from yeast bread which is at least one day old, but not dry. Toast is made by exposing the surface of a slice of bread to heat, thus causing it to brown. This may be done by placing slices of bread in a wire frame and holding them over the flame to brown, by placing slices of bread in an oven or broiler to brown, or by using an electric toaster. A common custom is to make the toast at the table in the electric toaster.

Dry Toast

Use bread that has been cut in ½- to ¾-inch slices. Toast on both sides until the slice is an even, golden brown, but not burnt.

Buttered Toast

Prepare the same as for dry toast, except when done, spread butter at once on one side of the toast. Keep near heat until the butter is melted into the bread.

Dry and buttered toast should be served at once on a covered plate or directly from the toaster. Jelly or honey may be served with it. Dry and buttered toast are eaten with the fingers.

Milk Toast

The following utensils will be needed: saucepan, measuring cup, measuring spoons.

4 slices dry toast	2 T. butter
2 c. milk	½ t. salt

Put milk, butter, and salt in a saucepan and heat until hot, but do not boil. Pour over the toast and serve at once.

Two girls—½ recipe.

Milk toast is served in a large serving dish, or in an individual soup or cereal bowl. It is eaten with a teaspoon or a cereal spoon. Sirup, jelly, or honey is often served with milk toast.

French Toast

The following utensils will be needed: skillet or frying pan, bowl, wire-whisk egg beater, pancake turner or wide spatula, measuring cup, measuring spoons.

2 eggs	½ t. salt
1 c. milk	Fat for frying toast, ½ T. for each slice of bread
6 slices bread	

Beat eggs slightly, add milk and salt. Put a skillet or frying pan containing fat on the fire and heat until hot but not smoking. Dip bread quickly in milk and egg mixture, making sure both sides are covered with the mixture. Do not allow to stand in the mixture or the product will be soggy. Put it in the skillet and fry on both sides until a golden brown.

Two girls—⅓ recipe.

French toast is served on a heated plate or platter. Butter, sirup, jelly, or honey are often served with it. A knife is used to spread these on the toast. French toast is eaten with a fork.

Things to do

See "Things to do" on page 185 for suggestions.

19 *How shall we prepare and serve griddle cakes?*

Griddle cakes are a quick bread made from a pour batter. A quick bread is one made light by the use of baking powder, or by the use of soda and sour milk or some other acid food. Griddle cakes, biscuits, and muffins are some quick breads in common use. They are called quick breads because the time required to make them light is much less than the time required to make yeast breads light. A pour batter is one that contains one part of flour to one part of liquid. It is thin enough to pour from a pitcher or spoon.

Griddle Cakes

The following utensils will be needed: griddle iron or skillet, pancake turner or spatula, 1 large mixing bowl, 1 medium-sized mixing bowl, Dover egg beater, measuring cup, measuring spoons, mixing spoon, cooking spoon, sifter.

- 1¾ c. milk
- 2 t. fat
- 2 c. flour (sifted before measuring)
- 4 t. baking powder
- 2 eggs or 4 egg yolks
- 1 t. salt
- Fat for cooking (butter or butter substitute is not practical)

Sift the dry ingredients into a large mixing bowl. Make a well or small hole in the center. Beat the eggs or egg yolks in a medium-size mixing bowl, add the milk and then the melted fat. Pour the liquid ingredients into the hole or well in the dry ingredients and mix.

Heat the griddle or skillet hot but not smoking hot. Oil lightly but thoroughly. Pour the batter by tablespoonfuls on the hot iron, quickly smoothing to a thin, round cake. When upper surface appears well "bubbled" and the lower golden brown, turn cake over with pancake turner. When done, remove to a heated plate or platter, and serve at once.

Two girls—¼ recipe.

Griddle cakes are served hot from a heated plate or platter to the individual breakfast plate. If the cakes are

COURTESY NATIONAL ASSOCIATION SERVICE

• Griddle cakes and sausages are a favorite breakfast on a winter morning.

small in size, two or three are served at one time; if large, one is served. Butter and sirup, or honey or jelly, are eaten with griddle cakes. A knife is used for spreading the butter and sweet. Griddle cakes are eaten with a fork.

Things to do

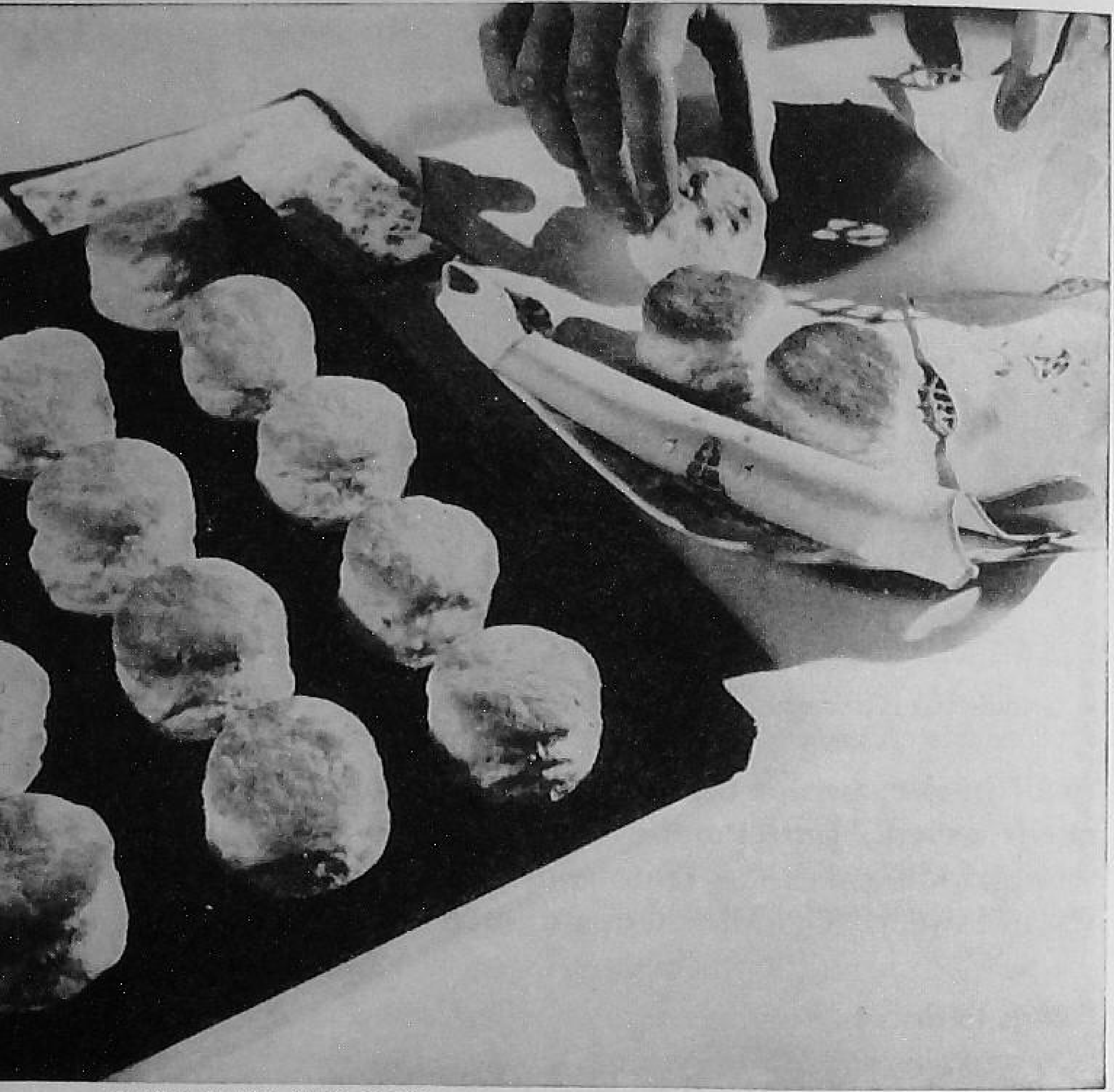
See "Things to do" on page 185 for suggestions.

20 *How shall we prepare and serve biscuits?*

Biscuits are another quick bread, but they are made from soft dough. Like griddle cakes, they are made light by the use of baking powder. A soft dough contains three parts of flour to one of liquid and is stiff enough to be taken in the hand and rolled or patted into shape. In this respect, biscuits differ from griddle cakes.

Biscuits

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons. 2 forks or 2 knives for



COURTESY CALUMET BAKING POWDER

• Nicely baked hot biscuits should "melt in your mouth."

working in the fat, breadboard, baking tin, pie pan or muffin pan, biscuit cutter, sifter, mixing spoon.

2 c. flour (sifted before measuring)	¾ c. milk
	4 T. fat
4 t. baking powder	½ t. salt

To the flour in the sifter add other dry ingredients and sift into the mixing bowl.

Work the fat into the dry ingredients either with two

forks or two knives (held one in each hand), or with the tips of the fingers.

Add liquid, a small quantity at a time, mixing by cutting in with forks or knives or working in with the tips of the fingers.

When the dough is the right consistency to take into the hands, roll or pat it out on a lightly floured board to ½- to 1-inch thickness. Cut out with a biscuit cutter. Put on an ungreased tin or pie pan, or in ungreased muffin pans. Bake about 20 minutes in a quick oven (475°F.) previously heated for 15 minutes.

Good biscuits have an even, golden brown, crisp crust, no loose flour on them, and a pleasing flavor. Their inside is creamy-white in color, fine-grained, and flaky.

Two girls—¼ recipe.

Biscuits are served immediately upon removing from the oven, on a warm plate protected by a napkin or hot-roll cover. In eating, break them with the fingers, spread with a knife, and hold in the fingers of the left hand. If served with gravy, biscuits are eaten with a fork.

Things to do

See "Things to do" on page 185 for suggestions.

21 *How shall we plan a breakfast for our family?*

We are now ready to plan a breakfast that we will prepare here in our school kitchen. It will be planned for a family, but the "family" will be a group of us in the class. It is necessary for us to decide how many we shall have in each group, such as two, three, or four, so that the class can be divided into "families." After this is done each of the "families" will plan its breakfast.

In making our plans there are a number of things for us to do. We should recall the standards for a good breakfast (pages 175–181). We must decide upon the type of

breakfast that our "family" should have, based on the food needs of the family members. We must plan so that a fair share of the "must-have" foods for the day are included in this meal.

We must consider how much money we have to spend for the meal, whether 15 cents or more or less per person. Also we need to consider the number of ration points that we can use for the meal. Important, too, are the foods now in our markets or stores. Other sources of food for our meals are the home-canned, dried, and frozen foods in the school storage rooms and lockers. Further, we must think of whether we know how to prepare the foods. It might be well to choose foods and dishes that we have prepared in class.

The time we have for the preparation and serving of the meal must be carefully considered. Our class period is short, and all our work must be done within this time.

The likes and dislikes of the members of our "family" should enter into our planning, but not too much weight should be given these. However, we want to plan a meal everyone will like if this is at all possible. The "family" members should work together in this, and no one person should hold out against any one food or dish that the others regard as desirable.

After the meal is planned, the plan should be given to our teacher for approval. When she has approved the plan, a market order should be made out and given to whoever is responsible for purchasing the food. Plans for preparing the breakfast should be made in detail and each member of the "family" should know exactly what she is to do in the preparation of the meal.

Things to do

1 Each "family" plan a breakfast menu to be prepared and served by its members.
2 Each "family" make out a market order for this menu.

3 Each "family" plan a work schedule for each member to follow in preparing the menu.
4 Estimate the cost of this meal and the ration points required.
5 Plan a breakfast menu for your home family for a given amount of money. Check the ration points needed.
6 Make out the market order for this breakfast.

22 How shall we plan the service of our breakfast?

Breakfast is an informal and simple meal. Its service should be simple and easy, though pleasing and attractive. The cloth, dishes, glasses, silverware, and napkins should be laid correctly. The table should have a fresh look as if it had been set just a few minutes before. The linen, china, glassware, and silverware should all be clean. Colored lunch cloths, dishes, and glassware add much in the way of brightness to the meal. If a flower or plant is used, it should be fresh and alive.

There are some general rules for setting the table and serving food that hold for all meals and in nearly all types of table service. We should become familiar with them.

Setting the table. Have the table clean, then lay the silence cloth or board. Next lay the tablecloth, making sure it is on perfectly straight and even. If a breakfast cloth is used, no silence cloth is needed. Place chairs with the front edge even and in line with the edge of the table, and directly in front of the covers. Place the decoration in the center of the table.

The place set for each person is called a cover. The napkin, glassware, china, and silverware for each person are included in the cover. Allow a space of 20 to 30 inches for each cover.

Place plates in the center of the cover, one inch from the edge of the table. Place the silver beside the plate, one inch from the edge and perpendicular to the edge. Lay close, but do not crowd. Place the knife, sharp edge in, to the right of the plate; the spoon, bowl up, to the right

of the knife, and additional spoons to the right of the first spoon; the fork, tines up, to the left of the plate. Place additional forks to the left of the first fork. Place the main fork next to the plate, arranging others in order of their use. Salad forks are not necessary in a family meal, although some families like to use them.

Place the serving silver near and parallel to the dish on which it will be used. If one piece, place to the right of the dish if possible, otherwise to the left or top; if two, place on both sides as in the individual cover. Be sure to provide serving silver for all serving dishes.

Place the napkin at the left of the fork in line with the silver. The napkin should be folded neatly with the loose corner at the lower right.

Place the water glass at the tip of the knife, slightly to the right.

Place the milk at the right of the water glass.

Place the bread-and-butter plates, if used, at the tip of the fork, slightly to the left. Place the butter spreader across the top of the plate or at the side.

Place salts and peppers in convenient places, one set for every two persons.

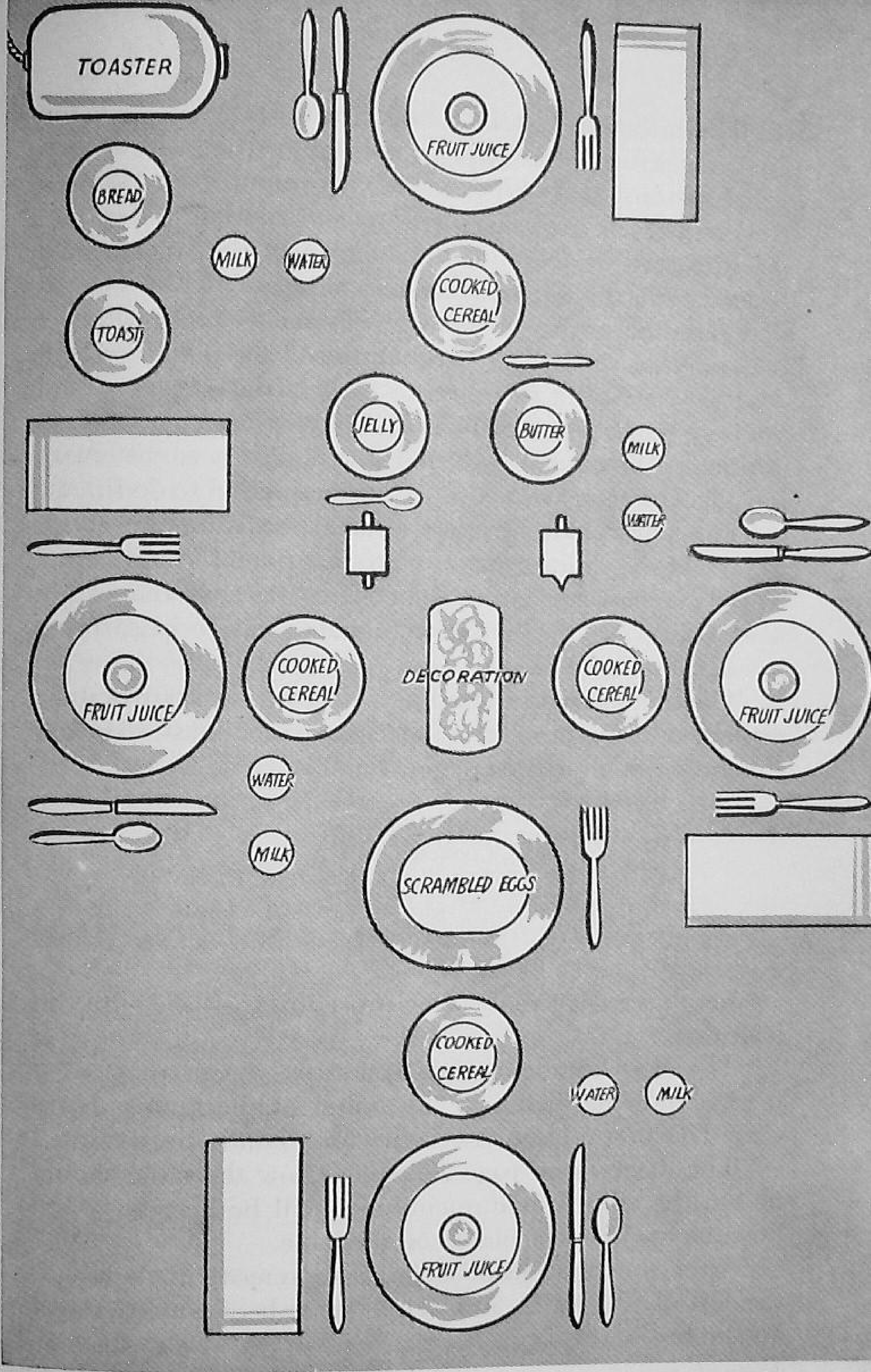
Place the sugar bowl and creamer directly in front of the hostess or some other member of the family, sugar to the right, cream to the left, with handles parallel to the edge of the table.

Serving the food. Have chilled dishes for cold food, and warm dishes for hot food. Serve cold food *cold,* and hot food *hot.* This is most important for a successful meal.

Fill the water glasses with cold water to within two-thirds-inch of the top, just before the meal is ready. Place a filled pitcher near the person who is responsible for filling the glasses.

Cut bread in half slices, or less, and arrange on a plate. Place bread, butter, sweets, and other cold foods on the table just before the meal is served.

Place hot foods near the person who is responsible for the serving or passing.



• A breakfast table set for the family style of service.

The beverage may be served at the table or from the kitchen. Fill the beverage cups to within two-thirds-inch from the top. If served at the table, the pot, cups and saucers, and cream and sugar are placed near the person responsible for the serving. At the individual cover, the beverage cup should be placed at the right of the spoons, with handles parallel to the edge of the table and with the center of the cup even with the center of the plate.

Pass the food to the right. When starting to pass a food, place the serving silver on the dish in a convenient position. Do not help yourself first unless it is customary in your family, or you are especially requested to do so.

The family style of service is the most suitable service for breakfast. All the food is placed on the table and passed by the people at the table. It requires less time than other types of service, and all family members share in carrying it out.

The details of the family style of service can best be explained by applying it to a particular breakfast. Here is a menu we might choose:

Fruit Juice
Cooked Cereal
Scrambled Eggs
Toast Butter Jelly
Milk

Let us see what the serving procedures will be with this menu:

The cloth should be laid correctly; the decoration, if used, should be placed in the center of the table. However, a decoration is not necessary for a family breakfast.

The diagram on page 209 shows how the table should be set, the table appointments that will be necessary, and how the food may be placed on the table.

After the fruit juice is finished, remove the glass to the left of the cover, and place the dish of cooked cereal on the breakfast plate.

The family member who is nearest the cream and sugar passes them to the right.

When the cereal is finished, return the dish and spoon to the top of the cover.

The "host," who sits at the head of the table, then places the tablespoon on the platter and passes the scrambled eggs.

The "hostess," who sits at the end of the table opposite the host, meanwhile has been making the toast and keeping it covered on the plate. She passes the toast, and the family member nearest the butter and jelly passes these.

The "hostess" continues making toast as desired by the "family." Foods are passed and repassed as necessary.

A pitcher of water may be placed on the table and glasses passed for refilling to the one nearest the pitcher.

If one member finds it necessary to finish her breakfast and leave before the others are through, she asks permission of the "head of the table" to be excused.

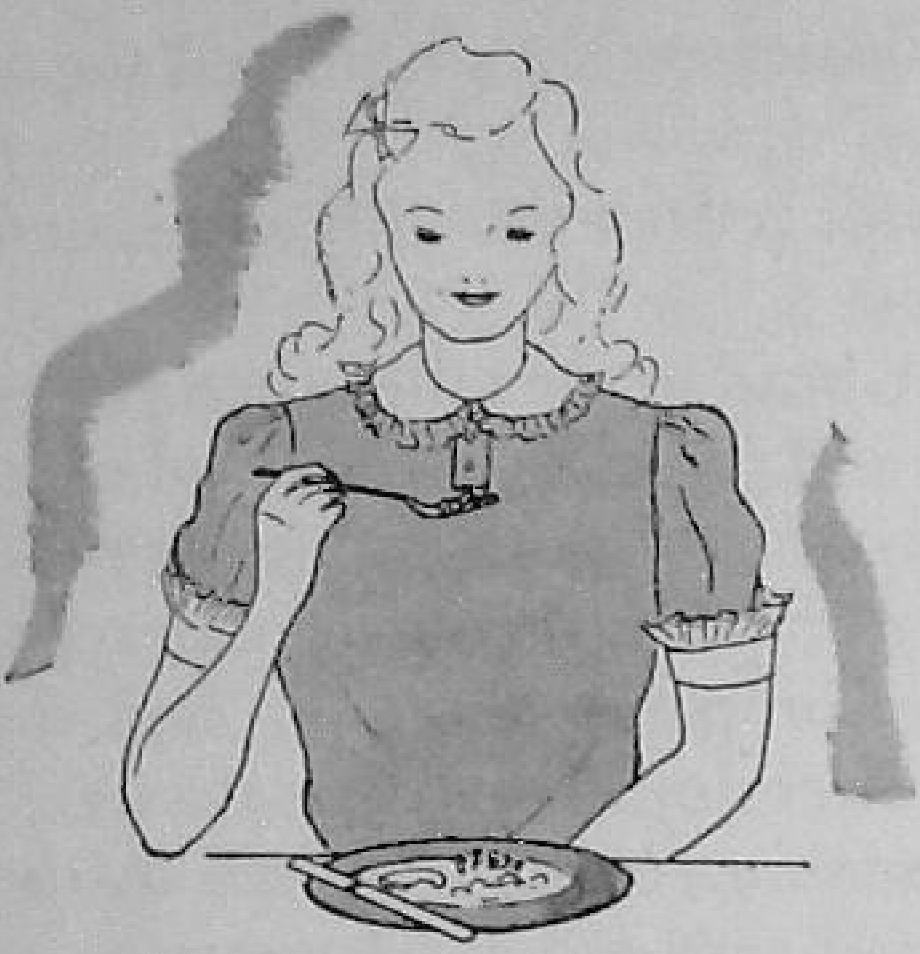
Each "family" in the class will plan the setting of the table and the details of the family style of service for the breakfast planned. Responsibilities should be divided equally among the family members. Assignments should be made so that each will know her duties and understand the order of tasks to be done.

Things to do

1 Decide the placing of salts and peppers on the table, page 209. Do the same for a hot beverage.
2 Each "family" plan in detail the service of the breakfast menu decided upon.
3 Each "family" practice setting the table according to the plans made for the breakfast.

23 *What shall we accept as good table manners?*

Table manners are the customs or forms of conduct relating to the eating of foods. Some deal with the position taken while eating, others with one's management of food



• Using the fork correctly is a necessary social grace.

and way of eating, and still others with the expressions of consideration and courtesy toward people who are together at the table.

Table manners vary in different countries, in different localities, and in different periods of time. The Romans reclined when dining; we are constantly reminded that we should sit erect in our dining chair. The natives of India prefer to eat alone and turn their backs to others during the meal; this is in great contrast to our making the mealtime one of shared mirth. The Burmese may eat daintily, rolling their rice and curry into a ball with their finger tips and conveying it to the mouth by the same means; much effort is spent on American children to teach them to keep their fingers out of their food and to use forks and spoons instead.

Strange as the customs of other people may seem to us, they are good manners to them. They enable the boys and girls of each land to manage their food and way of eating to the satisfaction of their families, and to express consideration and courtesy for others.

• This girl is using her knife and fork correctly.

We do not need to know the rules for serving

and eating food in faraway lands. We do need to know the customs relating to eating foods, or the table manners, of our own country. If we can master these, eating becomes dining, and consideration of others at mealtime becomes a matter of course. These manners hold whether we are at home or away from home.

Table manners that we in America consider desirable for all meals are the following:

• The knife and fork are placed on the plate when they are not in use.

1. Sit erect in your chair at the table. Do not rest your arms on the table or crowd the person next to you. Reach for your napkin and spread it, half unfolded, upon your knees as soon as the hostess does.

• Bread is broken and buttered a small piece at a time.

2. Talk in a low voice and avoid taking full control of the conversation. Try to talk about pleasant things, and avoid topics that may lead to quarrels and arguments.

3. Wait until the hostess begins to eat, or until all are served, before eating.

4. In eating soup, dip the spoon away from you and eat from the side of

• Soup is sipped from the side of the spoon—and silently.

the spoon, sipping silently.

5. Take small bites of food and do not talk while food is in your mouth. Eat quietly and slowly. Chew with your mouth closed.

6. Ask politely for a food to be passed; do not reach for it unless it is near you.

7. When passing food be sure that your fingers do not touch the food. Pass foods to the right.

8. Do not spread a whole slice of bread at one time. Break off a small piece at a time and butter it as you wish to eat it.

9. Do not "sop" up gravy or sauce with a piece of bread in your fingers. Do not tip a dish to get the last bit in it.

10. Do not blow on your food to cool it, or pour it from one dish to another.

11. Use the knife for cutting food. Use the fork and spoon for eating. The proper way to hold the knife, fork, and soup spoon is shown on pages 212–214.

12. Do not put food and used silver on the tablecloth. Place them on the dishes to which they belong.

13. Place the used knife and fork, when not in use, parallel on the right side of the plate. Place the fork, tines up, to the left of the knife, and place the sharp side of the knife toward the fork.

14. Try to finish eating your meal at the same time the others at the table do.

15. At the end of the meal, if a family member, fold your napkin and place it to left of the cover. If a guest, place the napkin loosely in the same place.

16. At the table assume your responsibility for passing

food near you, for helping in the conversation, and for making the meal a pleasant one.

Good table manners become our fixed habits and *our* table manners only through constant use and practice. We should observe them every day and at every meal, whether at home or away. The person who eats crudely at home is rarely able to eat correctly when away from home. Her bad practices have become a serious disadvantage in her contacts with others.

Things to do

1 Each "family" decide the table manners to be observed at the breakfast planned.
2 Practice good table manners at a "play" or "pretend" meal.
3 Judge the table manners used at this "meal."
4 Decide on improvements to be made.

24 *How shall we prepare and serve our breakfast?*

With all plans made for the preparation and service of our breakfast, we should have little difficulty in carrying these out. Each of us should quickly check the whole plan to recall what is to be done and to see our own part in relation to the rest. We should begin our work at once so that we can have our meal ready, served, and finished on time. We should each strive to do our part to the best of our ability. When the meal is over, we should leave our kitchen and desks in good order.

25 *How successful was our breakfast?*

Now that our breakfast is over, we should discuss its success. We must consider the strong and the weak points in our plan and work so that we can prepare and serve a better meal the next time we try. Rating what we have done helps us to improve in our work another time. We

must be good sports and judge honestly. Unless this is done, our rating means nothing.

Listing the things that were carried through successfully is one of the first steps in judging the meal. When this is done, write down those that were unsuccessful, together with a statement of what might have been the cause. Then make note of the difficulties met, and the suggestions for avoiding them another time.

Many find the use of a score sheet helpful in judging a meal. A person or class may make out a score sheet to use. In doing this, the items on which the meal will be judged should be determined and some type of explanation or guide for judging made for each. Also a point value should be agreed upon for each item. Usually these total 100 points. A score sheet already prepared may be preferred. An example is given below. Try using it as a model to judge your meal. It will be interesting to see if each one in your "family" gives the meal the same score.

Score sheet for judging breakfast

Menu 15

Included milk, fruit, and cereal
Attractive, colorful, pleasing combinations
Adequate and suitable to the group
Kept within the money allowance

Table 10

Attractive
Set correctly

Preparation of food 15

Properly cooked
Well seasoned

Service of food 10

Correctly done
Easily done

Use of silverware 10

Correctly used
Easily used

Atmosphere at the table 10

Pleasing and comfortable

Organization of work 15

Good plans
Plans carried out well
Time well used

Cooperation 15

All worked well together
Each did her part

Things to do

1 Score your breakfast according to the score sheet.
2 Make recommendations for different procedures to follow in planning, preparing, and serving other breakfasts.
3 "Families" plan, prepare, and serve other breakfasts as time permits.
4 Check the improvements made in these breakfasts.

26 *What is a good luncheon or supper?*

Luncheon is a noon or evening meal, depending upon the time at which the main meal is served. The main meal is called dinner, whether it is served at noon or evening. When dinner is served in the evening, the noon meal is known as luncheon; when dinner is served at noon, the evening meal is called supper. Luncheons and suppers are practically identical meals.

Certain foods are characteristic of luncheon or supper. Among these are cream soups; scalloped dishes, such as vegetables, meat, and fish; meat alternate or "made dishes," such as Spanish rice, egg casserole, and macaroni and cheese;

COURTESY COUNTRY GENTLEMAN

"LUNCHEON IS SERVED!"

• Who would not welcome the call to an attractive table such as this? The fresh linen, the clean plates and glasses, the attractively prepared food—all contribute to the harmonious setting for the meal. Notice that the table is placed near a window overlooking the lawn, where a pleasant view may be had. This also contributes to the enjoyment of the meal.

and vegetables, salads, and desserts, such as baked fruit, brown Betty, and custards.

There are three types of luncheons or suppers: light, medium, and heavy. The kind and amount of food included determines the type. Light luncheons or suppers are only for grownups who are very inactive, who have eaten a late heavy breakfast, or who will have an early heavy dinner. As most of us need a medium or heavy luncheon, we will consider only these. The following menus may be considered typical:

Medium luncheons or suppers

Baked Beans
Cabbage and Carrot Salad
Bread Butter
Baked Apple
Milk

Cream of Tomato Soup
Crackers
Egg Salad Potato Chips
Whole Wheat Muffins Butter
Honey
Canned Blackberries

Heavy luncheons or suppers

Baked Hash
Creamed Potatoes
Orange and Grapefruit Salad
Biscuits Butter
Cherry Preserves
Floating Island Cookies
Milk

Cream of Celery Soup
Crackers
Macaroni and Cheese
Head Lettuce and
French Dressing
Watermelon Pickle
Bread Butter
Peach Cobbler

In deciding upon the type of meal needed, the following standard should be the guide. Luncheon or supper should contain one third of the day's food. The more nearly we can make our three meals equal in amount and kind, the more likely we are to have a well-balanced and satisfactory day's diet.

The seven-basic food groups should be well represented in the luncheon or supper in generous amounts. A meal that is lacking in this respect is not a good one. Luncheon or supper is sometimes called the "make-up meal." This

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• Creamed dishes are often the main food of the luncheon or supper. Here a young cook covers an omelet with a cream sauce of peas and mushrooms and surrounds it with quartered tomatoes. Mother helps garnish the dish with sprigs of parsley.

is because of the old rule that any food essentials omitted in the other two meals should be "made up" in this meal.

Leftover foods are more often used in luncheon or supper meals than in any other meal. No doubt the type of foods served at these meals is largely responsible. Cream soups, scalloped dishes, salads, and "made dishes" are all foods in which leftovers can be used with successful "appetite appeal."

The luncheon or supper should be attractive, appealing to the appetite, well prepared, and well served. It should be planned as carefully as any meal in the day. Often it is a hurried meal, especially when the lunch period is short. Then a simple, easily digested meal that contains the essential foods is the most desirable.

Plans for supper are often made so that some of the foods are prepared along with those of the noon meal. This makes for efficiency in the use of time.

Things to do

1 Judge the following luncheons or suppers for schoolgirls:

Menu 1

Macaroni and cheese
Buttered carrots
Sliced tomato salad
Rolls and butter
Rhubarb sauce
Milk

Menu 2

Vegetable soup
2 crackers
Baked potato
1 slice bread
2 pats butter
Raw grapes

Menu 3

Steamed rice
Gravy
2 slices bread
Lemon gelatin

Menu 4

Scrambled eggs
Buttered sweet potatoes
Cabbage slaw
Whole wheat rolls
Butter
Honey
Canned plums
Milk

Menu 5

Fried potatoes
Gooseberry pie
Cheese
Coffee

2 Plan a luncheon or supper menu for yourself which you consider good.
3 Do the same for your own family at home.
4 Decide the type of breakfast and dinner that must be eaten with each of the above menus if the day's food is to be adequate.

27 *How shall we prepare and serve cream of corn soup?*

Cream soups are made by adding cooked vegetables, fish, or meat to thin white sauce. They are excellent dishes to serve, because they contain milk as well as other valuable foods. If you have ever watched your mother make gravy, you know that she used flour to thicken the water or milk. To prevent the flour from lumping in the gravy, it was first stirred into melted fat. When the flour was so mixed with fat that every particle was coated with it, the water or milk was added, and the mixture stirred until it changed from its liquid form to a smooth, thick gravy. Just how thick the gravy was depended upon the amount of flour used for each cup of liquid. Cream soups are thin white sauces or thin gravies that pour easily. To make a *thin* sauce use this proportion: 1 T. flour to 1 cup liquid.

Cream of Corn Soup

The following utensils will be needed: double boiler, saucepan, measuring cup, measuring spoons, wooden spoon, can opener (if canned corn is used).

2 c. canned or cooked corn	2 T. butter or substitute
2 c. boiling water	2 T. flour
1 slice onion	1 t. salt
2 c. milk	Few grains pepper

Put onion in a saucepan and pour boiling water over it. Put the saucepan over the fire and let it come to a boil. Remove the onion, add the corn directly to the water. Simmer for 10 minutes.

Make a thin white sauce of the other ingredients in the following manner: Fill the lower part of the double boiler one-third full of hot water. Put butter in the upper part of the double boiler, place in the lower part, and place over the fire. When the butter is melted, add the flour, stirring until smooth, thoroughly mixed, and without lumps. Add milk and cook until slightly creamy, stirring occasionally. Add salt and pepper. Add corn and continue cooking 5 or 10 minutes.

Two girls—¼ recipe.

Cream of corn soup should be served hot in a soup dish or bowl. The soup dish is placed on a serving plate or on the luncheon plate. Crackers may be served with the soup. Crackers are passed on a plate at the table, or two or three are placed by the side of the soup dish. Popcorn is also pleasing to serve with the soup. It is sprinkled on the soup just before it is served. The soup is eaten with a soup spoon or dessert spoon. Three-fourths to 1 cup of soup is a serving.

In eating soup, dip the spoon away from you. Sip the soup from the side of the spoon, not from the tip. In America one should eat soup quietly. In certain Oriental

COURTESY WESTERN NEWSPAPER UNION

• Cream of corn soup and crackers—a good luncheon dish.

countries, loud inhaling noises are accepted ways of saying the soup is good.

Things to do

1 Judge the products prepared and the way in which they were made ready for serving.
2 Decide what cream of corn soup would add to the diet.
3 Estimate the cost per serving of the soup; the ration points required.
4 Suggest the foods that could be served with cream of corn soup to make a good luncheon or supper.
5 Read recipes for other creamed soups: celery, asparagus, bean, potato, and onion. Note how these differ from cream of corn soup.

28 *How shall we prepare and serve creamed dried beef?*

Creamed dishes, like cream soups, are made by combining white sauce with other foods. They differ from cream soups, however, in that they are not so thin a product. Medium white sauce, which contains more flour and is thicker than thin white sauce, is used in these recipes. Vegetables, meat, eggs, fish, and combinations of these are combined with medium white sauce to make creamed dishes. The proportions used for most creamed dishes are 1 cup of medium white sauce to 1 or 2 cups of one of these foods or a combination of them. Creamed dishes afford pleasing and different ways of including milk and butter in the diet.

Creamed Dried Beef

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons, saucepan, cooking spoon.

⅛–¼ lb. dried beef	3 T. butter or substitute
1½ c. milk	Few grains pepper
3 T. flour	4 slices toast

Tear or cut the beef into pieces. Unless stated otherwise on the package, put in a saucepan, cover with hot water, and let it stand 10 minutes. Drain off the water. This is to freshen the beef or to remove excess salt and to replace some of the water taken out in the drying of the beef.

Make a medium white sauce of the flour, butter, milk, and pepper in the double boiler as you made the thin white sauce. When the white sauce is done, add the cut, drained, dried beef, and continue cooking for 5 or 10 minutes.

Two girls—½ recipe.

Serve the creamed dried beef plain or on toast. If served plain, put it in a vegetable dish. If served on toast, use a platter or vegetable dish. Creamed dried beef is some-

times served directly on the luncheon plate. It is eaten with a fork; a knife is used if necessary to separate the toast into smaller pieces.

Things to do

See "Things to do" on page 223 for suggestions.

29 *How shall we prepare and serve cream of tomato soup?*

Cream of tomato soup is also a thin white sauce to which another food has been added. Its attractive color and pleasing acid flavor make it one of the most popular soups. It is more difficult to make than cream of corn soup. We have an acid food to combine with the white sauce of which milk is the chief ingredient. Milk coagulates, or "curdles" as we usually say, when combined with acid foods, unless certain care is taken. Success in making tomato soup depends upon preventing this curdling. This may be done by combining the hot white sauce and the hot unsalted tomato pulp just before serving. The soup should not be boiled or even heated after it is mixed. Soda is often used to prevent curdling. Soda neutralizes the acid in the tomatoes, but it changes the flavor and destroys the vitamin in which tomatoes are rich. If care is used, soda will not be necessary.

Cream of Tomato Soup

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons, saucepan, sieve or coarse strainer, mixing bowl, cooking spoon.

3 c. canned or stewed tomatoes	1/3 c. flour
1/8 t. soda (if you wish to use soda)	1/3 c. butter or substitute
4 c. or 1 qt. milk	2 t. salt (added just before serving)
	1/8 t. pepper

Put the tomatoes in a saucepan. Cover and simmer for 5 or 10 minutes. Press through a sieve or coarse strainer

into a mixing bowl and then turn pulp into the saucepan. If soda is used, add it to the tomato pulp and mix thoroughly. Using a double boiler, make a thin white sauce of the other ingredients as you did in making cream of corn soup, except omit the salt.

Just before ready to serve, reheat tomato pulp, and add to the white sauce, stirring constantly. Add salt and serve at once. Do not reheat or boil after combining. Some prefer to use the tomatoes without straining in the soup.

Two girls—1/6 recipe.

Cream of tomato soup is served in a soup dish or bowl, placed on the serving plate or luncheon plate. Crackers or toasted bread strips are served with the soup. It is eaten with a soup spoon or dessert spoon. Three-fourths to 1 cup is considered a serving.

Things to do

See "Things to do" on page 223 for suggestions.

30 *How shall we prepare and serve creamed green beans?*

Creamed green beans are another luncheon dish made by combining medium white sauce with another food. This time the other food is a vegetable. The water should be well drained from the beans if the white sauce is not to be watery.

Creamed Green Beans

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons, cooking spoon, can opener (if canned beans are used).

- 2 c. cooked or canned green beans, drained of their liquid
- 1 c. milk or 1/2 c. milk and 1/2 c. liquid from beans
- 2 T. butter or substitute
- 2 T. flour
- 1/2 t. salt
- Few grains pepper

Make a medium white sauce of the milk, or milk and liquid from beans, butter, flour, salt, and pepper in the double boiler. When done, add the drained beans. Cook 7 to 10 minutes to heat the beans thoroughly and to blend the flavor. Take care when mixing beans and white sauce that the beans are not mashed or broken into too fine pieces.

Two girls—½ recipe.

Creamed green beans are served hot in a vegetable bowl and from this to the luncheon plates. From ⅓ to ½ cup is considered a serving. Creamed beans are eaten with a fork.

Things to do

See "Things to do" on page 223 for suggestions.

31 *How shall we prepare and serve scalloped fish?*

Scalloped dishes, too, are made by combining medium white sauce with other foods. Their preparation differs, though, from that of creamed dishes in an additional step. After the white sauce is mixed with the other food, the mixture is placed in a baking dish with alternate layers of crumbs, and is baked in the oven. Scalloped dishes in which fish, meat, eggs, or cheese are combined with white sauce are often the main dish of a luncheon or supper.

Scalloped Fish

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons, mixing bowl, mixing spoon, baking dish, can opener (if canned fish is used).

2 c. cooked or canned fish
1 c. milk
2 T. butter or substitute
2 T. flour
½ t. salt
Few grains pepper
¾ c. bread or cracker crumbs (made by rolling dry bread or crackers with rolling pin)
1 T. butter (for oiling the dish and dotting the top of the crumbs)

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• Scalloped fish is served in the dish in which it is baked.

Make a medium white sauce of milk, flour, butter, salt, and pepper in the double boiler.

Put fish in a mixing bowl, separate into pieces, and if desired, remove bones. Combine with the white sauce.

Oil a baking dish with butter and sprinkle the bottom lightly with crumbs. Pour in one-half of the fish and white sauce mixture. Cover with a layer of crumbs. Pour on the remainder of the mixture. Cover with a layer of crumbs. Cut butter into small pieces and dot over the top.

Bake in a moderate oven (350° F.) 20 minutes.

Two girls—1/6 recipe.

Scalloped fish is best served hot as soon as it is done. If the baking dish is suitable, the scalloped fish is served directly from it. If not, the fish is served on a hot platter or in a hot vegetable dish. A tablespoon is used for serving. If the serving dish is hot, it should be set on a hot dish pad or plate so as not to mar the table. Scalloped fish is eaten with a fork.

Things to do

See "Things to do" on page 223 for suggestions.

32 *How shall we prepare and serve scalloped cabbage?*

The preparation of scalloped cabbage differs slightly from that of scalloped fish. The cabbage must be cooked before combining with the white sauce. The cooking is only for a short time, about five minutes, so that the flavor and vitamins will not be destroyed. When the cabbage is cooked and drained, instead of mixing it with the white sauce, we will put alternate layers of crumbs, cabbage, and white sauce in the baking dish.

Scalloped Cabbage

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons, kettle, cooking spoon, paring knife, baking dish.

- ½ head cabbage (1½ lbs.)
- 1 c. milk
- 2 T. butter or substitute
- 2 T. flour
- ½ t. salt
- Few grains pepper
- ¾ c. bread or cracker crumbs
- 1 T. butter for oiling dish and dotting the crumbs

Make a medium white sauce of milk, butter, flour, salt, and pepper, in a double boiler.

Wash the cabbage and remove any undesirable outer leaves, and pull the leaves apart from the cabbage head.

COURTESY SWIFT AND COMPANY

• A dish of scalloped cabbage is topped with triangles of lunch meat.

If they are large, cut in halves or fourths. Cook the cabbage in an uncovered kettle, in boiling salted water that covers it well, about five minutes or until the thickest part of leaf feels tender to a fork. Do not cook too long. Drain the cabbage free from water. Oil the baking dish with butter. Sprinkle the bottom of the dish with crumbs. Put in a layer of cabbage, using half of the amount cooked. Cover with a layer of white sauce, using half the amount made. Cover this with a layer of crumbs. Put in a second layer, using the remainder of the cabbage that was cooked, and cover with the last half of the white sauce. Cover this with the crumbs. Cut butter in small bits and dot over the top.

If desired, pieces of left-over meat may be placed on top. Grated cheese is sometimes added to the crumbs.

Bake in a hot oven (400° F.) until thoroughly cooked and the crumbs are browned.

Two girls—⅓ recipe.

Scalloped cabbage should be served hot at once, in the baking dish if suitable. If the baking dish is not suitable, the cabbage should be turned into a hot vegetable dish. The hot dish should be placed on a hot dish pad or plate. A tablespoon is used for serving. Scalloped cabbage is eaten with a fork.

Things to do

See "Things to do" on page 223 for suggestions.

33 *How shall we prepare and serve buttered vegetables?*

The buttering of vegetables is a simple but a delicious way of preparing them. Beets, peas, corn, asparagus, beans, okra, spinach, and many other vegetables are commonly prepared by this method. Fresh or canned vegetables may be used. When fresh ones are used they must be cooked before they are buttered. Canned ones should be boiled for three minutes before being drained and buttered.

Fresh vegetables, as a rule, are cooked quickly in a small amount of water. Mild-flavored vegetables, such as beets, carrots and corn, are covered during cooking. Most other vegetables, including strong-flavored, green and white ones, are cooked uncovered.

If fresh beets are used, they must be thoroughly washed. They are topped but not peeled before cooking, about one inch of the stem being left on. They are then cooked in briskly boiling salted water sufficient to cover. Young beets require 30 to 60 minutes for cooking; old ones, 2 to 3 hours. When done they are readily pierced by a fork.

If fresh peas are used, they are shelled, washed, and cooked for about 10 to 30 minutes in a small amount of briskly boiling salted water. Only enough water should be used to prevent scorching.

If fresh corn is used, it must be husked, silked, any damaged part cut away, and washed. The corn is then cut from the cob and cooked for about 10 to 15 minutes in briskly boiling water sufficient to cover.

Frozen vegetables are added while hard frozen to a small amount of boiling salted water and cooked until tender. These may be cooked covered. Frozen vegetables require about half as much time for cooking as do fresh vegetables.

Buttered Vegetables

The following utensils will be needed: double boiler, wooden spoon, measuring cup, measuring spoons.

2 c. cooked or canned vegetables	2 T. butter or substitute
½ c. water in which vegetable was cooked	Pepper as desired
	½ t. salt, if canned vegetables are used

Put butter, salt, pepper, and liquid in the upper part of the double boiler and place in the lower part, which is ⅓ full of hot water. Put over the fire. When hot, add vegetables, mix carefully, and steam 5 minutes. Just before ready to serve, remove the upper part of the double boiler and place directly over the fire. Allow its contents to boil up but not to continue cooking.

One girl—⅙ recipe. (Each girl in the group should prepare a different buttered vegetable.)

Turn the buttered vegetable into a hot vegetable dish and serve at once. A tablespoon or serving spoon is used. Buttered vegetables are eaten with a fork.

Things to do

1 Judge the products prepared and the way in which they were made ready for serving.

2 Decide what each buttered vegetable would add to the diet.
3 Estimate the cost per serving; the ration points required.
4 Suggest foods to be served with each buttered vegetable to make a good luncheon or supper.

34 *How shall we prepare and serve combination vegetable salad?*

Combination vegetable salad is so named because a number of vegetables are combined with salad dressing to make it. This salad, made of raw, crisp vegetables, adds much food value and interest to the meal.

French Dressing

The following utensils will be needed: measuring cup, measuring spoons, mixing bowl or bottle, Dover egg beater.

½ t. salt	2 T. sugar or honey
5 T. vinegar	Few grains cayenne
½ t. paprika	1 c., less 1 T., salad oil

Add sugar, salt, paprika, and cayenne to the vinegar and mix well. Add oil. Either beat with egg beater until thick and smooth, or put in a bottle and shake. Always shake or beat before using. (Makes 1⅓ cups.)

Two girls—¼ recipe.

Combination Salad

The following utensils will be needed: mixing bowl, measuring cup and spoons, paring knife, shears, fork, plate.

1 large head lettuce, or 2 small heads	½ large or 1 medium-size cucumber
2 tomatoes	Salt to taste, ½ t.
¼ green pepper	¼ or ⅓ c. French dressing

Wash all vegetables in cold water and pat dry with a clean dish towel or paper towels. Using knife, remove any damaged or undesirable part. Take off 6 leaves of lettuce for garnish. Those shaped like a cup are best.

Shred the remaining lettuce with shears or cut into small pieces with a knife. Put in a mixing bowl.

Cut tomatoes in pieces, either 1-inch cubes or small wedges. Cut pepper and cucumber into small pieces.

Add salt and mix the whole lightly with a fork.

Add French dressing and again mix lightly with a fork.

Two girls—¼ recipe.

Turn into a salad bowl lined with the six lettuce leaves saved for the garnish. In serving, a large salad spoon or a tablespoon and fork are used. If preferred, the lettuce leaves may be placed on individual salad plates and filled with the salad. The salad plate is then placed either at the left of the fork, or at the right of the knife just below the water glass, at each individual cover. Combination salad is eaten with a luncheon or salad fork.

Things to do

1 Judge the products made and the way in which they are made ready for serving.
2 Decide what combination salad would add to the diet.
3 Estimate the cost per serving of the salad; the ration points required.
4 Suggest the foods that could be served with combination salad to make a good luncheon or supper.
5 Plan other combinations of vegetables suitable for a salad; of vegetables and fruit.

35 *How shall we prepare and serve meat salad?*

Meat salad may be used as the main dish in such meals as luncheon and supper. It is a heavier or more substantial salad than the vegetable combination salad. Boiled salad dressing is used in this salad rather than French dressing. It binds or holds the salad mixture together in a better way.

Boiled Salad Dressing

The following utensils will be needed: double boiler, measuring cup, measuring spoons.

COURTESY CHICAGO TRIBUNE

• This bowl of meat salad looks good—and is good. It is a welcome luncheon or supper dish.

2 t. sugar
1 t. salt
1 t. mustard
¾ c. water
2 T. flour
1 egg or 2 egg yolks, well beaten
2 T. melted fat
¼ c. vinegar
Few grains cayenne

Make a sauce of fat, flour, sugar, salt, mustard, cayenne, water, and vinegar and cook in a double boiler as in making medium white sauce. When the sauce is thick, remove the upper part of the double boiler from the lower part and from any source of heat. Beat the egg or egg yolks well, and add it to the mixture. Put away to cool. When ready to use, add ½ cup whipped cream or ¼ cup thick cream or evaporated milk.

Two girls—½ recipe.

Meat Salad

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, paring knife, mixing spoon, fork.

- 1 c. cold meat cut in strips or cubes
- ½ c. cooked sliced carrots
- 1 c. potatoes boiled with skins and cut into pieces (Remove skins before cutting.)
- ⅓ c. ripe olives (seeds removed) or pickles, cubed
- Salt (1 t.) and pepper to taste
- ½ to 1 c. boiled salad dressing as needed
- Lettuce leaves to garnish

Prepare meat, carrots, potatoes, and olives as stated in the recipe. Combine and add salt and pepper, stirring lightly with a fork. Turn in a salad bowl lined with lettuce and pour salad dressing over the top. If desired, salad dressing may be mixed with the other ingredients before turning the salad in the bowl.

Two girls—¼ recipe.

Serve the salad from the bowl with a large salad spoon or tablespoon and fork. The salad may be also served on individual salad plates as suggested for serving the combination salad. When this is done, garnishing the top of the salad with a teaspoon of salad dressing makes it attractive. Meat salad is eaten with a luncheon or salad fork.

Things to do

See "Things to do" on page 234 for suggestions.

36 *How shall we prepare and serve baked hash?*

Hash is a meat dish made from cooked meat and vegetables. It furnishes a tasty way of using leftovers. Baked hash is cooked in the oven and may be made an attractive dish.

Baked Hash

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, mixing spoon, baking dish.

3 c. meat, cooked and chopped (beef, veal, pork, ham, chicken, or combination of meats)
2 c. fresh bread crumbs
1 c. peas, tomatoes, or mixed vegetables (cooked)
¾ c. vegetable liquor, soup stock, or water and 1 T. butter or substitute
½ t. salt
Dash pepper
½ t. fat for oiling dish

Mix all the ingredients and place the mixture in oiled baking dish. Bake in a moderate oven (400° F.) for about 20 minutes.

Two girls—⅙ recipe.

Baked hash is best served hot from the baking dish. If the baking dish is not suitable for serving, turn the hash into a hot vegetable dish. The hot dish is placed on a hot dish pad or plate. A serving spoon or tablespoon is used. Baked hash is eaten with a fork.

Things to do

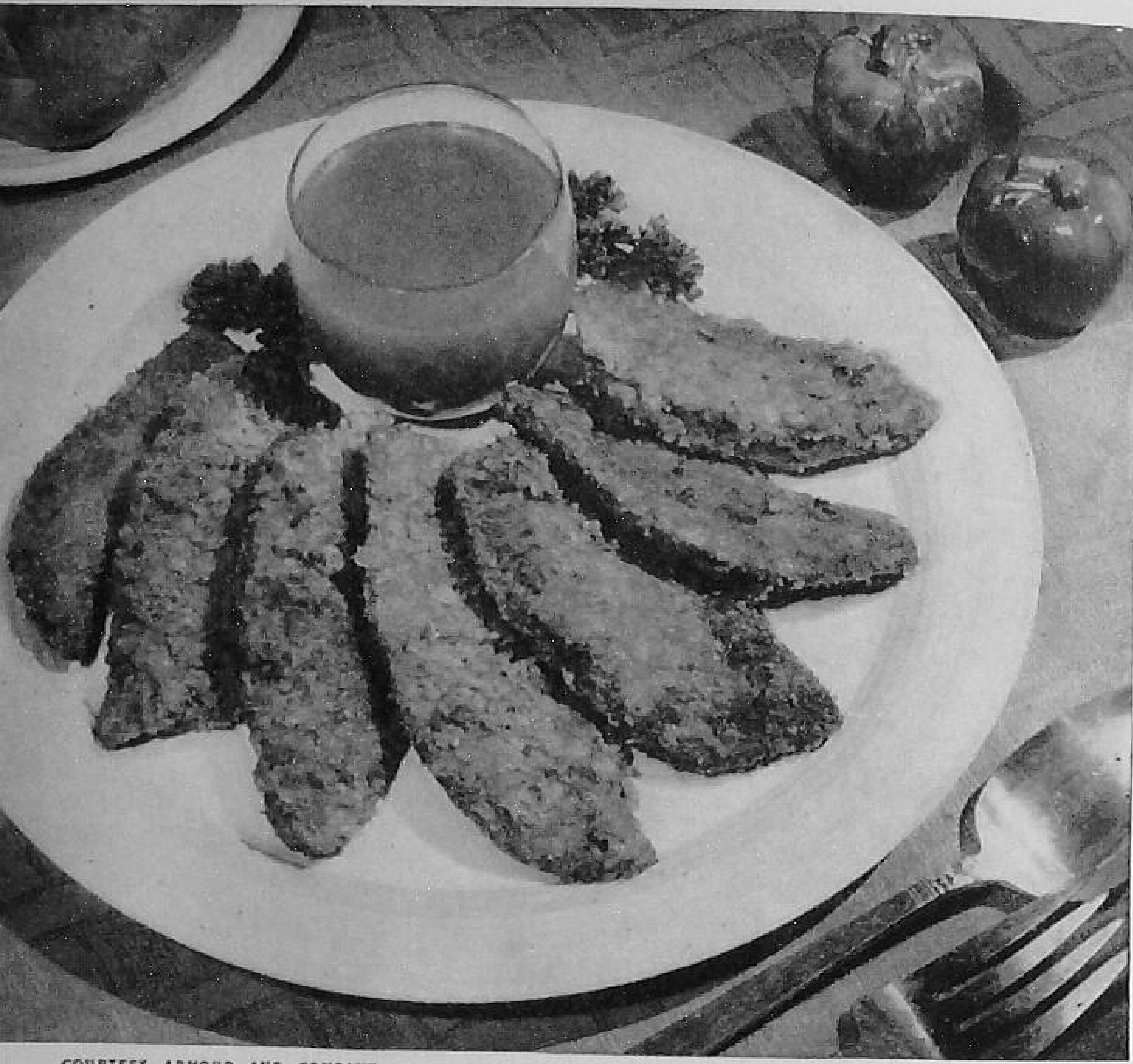
1 See "Things to do" on page 234 for suggestions.
2 Bring to class for comparison other recipes for hash.

37 *How shall we prepare and serve liver and gravy?*

Liver is one of the important grow, and regulating and protective foods. It is a good-flavored food and can be prepared in a number of ways. It should be served often. Fried liver and gravy are especially good.

Fried Liver and Gravy

The following utensils will be needed: skillet or frying pan and cover, pie pan or utility pan, measuring cup, measuring spoons, fork, cooking spoon.



COURTESY ARMOUR AND COMPANY

• Liver deserves an important place in our diet. Either gravy or meat sauce is served with liver.

1 lb. liver cut in slices ¼–⅓ inch thick	⅛ t. pepper
1 t. salt	4 T. lard or other cooking fat
½ c. flour	2 c. milk

Sprinkle liver with salt and pepper. Place ¼ c. flour in utility pan. Roll liver slices in the flour until well covered. Put lard in a skillet and heat until hot but not smoking. Put floured liver in the hot fat. When brown, turn, and cover the skillet with a lid. Cook about 5 or 7 minutes, adjusting the fire so that the liver will not become hard or

burned. When done, arrange slices of liver on a hot platter and keep them warm.

Use the fat in the skillet, 1/4 c. flour, milk, salt, and pepper and make a gravy in the skillet as you would make a medium white sauce. If there is less than 4 T. of fat in the skillet, add enough fat to make that amount. Stir in the flour. When smooth, add the milk. Boil until thick, stirring constantly. Add salt and pepper.

Two girls—2 slices of liver and 1/2 cup gravy, or 1/4 recipe.

The hot platter of liver is placed on a hot-dish pad. The liver is served from the platter with a meat fork or a luncheon fork. The gravy is poured into a bowl and served with a gravy ladle or a tablespoon.

Things to do

1 See "Things to do" on page 234 for suggestions.
2 Decide what meats could be substituted for the liver in this recipe. Suggest any changes required for each meat.

38 *How shall we prepare and serve meat balls?*

Meat balls are a popular luncheon or supper dish. They are an inexpensive meat dish, highly pleasing to the taste. Most meat-eating peoples have some kind of meat balls among their national dishes.

Meat Balls

The following utensils will be needed: skillet or kettle, measuring cup, measuring spoons, mixing bowl, Dover egg beater and bowl.

- 1 1/4 lb. hamburger, or 1 lb. hamburger and 1/4 lb. sausage or ground fresh pork or cured ham
- 2 T. finely minced onion
- 1/8 t. pepper
- 1/4 t. nutmeg
- 1 t. salt
- 1 c. soft bread cubes or 1 c. steamed rice
- Dash cayenne and paprika
- 1/4 c. flour for dredging
- 2 eggs, well beaten
- 4 c. tomato juice or strained tomatoes

COURTESY ARMOUR AND COMPANY

• A tempting platter of meat balls. Almost all meat-eating peoples have some kind of meat balls among their national dishes.

In the mixing bowl combine meat, seasoning, bread cubes, onion, and eggs. Mix thoroughly. Form into small balls and dredge in flour. Salt tomato juice to taste and heat to boiling. Drop balls into boiling tomato juice. Cover and simmer 20 or 30 minutes. (If class period is too short to permit this, simmering for 15 minutes will cook the ball thoroughly enough to be served. However, the flavor may not be so good as it will be with the longer time suggested for cooking.

Two girls—¼ recipe.

The meat balls and the sauce resulting from the simmering down of the tomato juice are served on a hot platter placed on a hot-dish pad. They are served with a tablespoon. Meat balls are eaten with a fork.

Things to do

See "Things to do" on page 239 for suggestions.

39 *How shall we prepare and serve plain muffins?*

Muffins are another quick bread. They differ from both griddle cakes and biscuits. Griddle cakes are made from a thin or pour batter. Biscuits are made from a soft dough. Muffins are made from a drop batter. This means that the amount of flour used is twice the amount of liquid. The resulting mixture is just right to drop from a spoon. Muffins are frequently served and are one of our most pleasing quick breads.

Plain Muffins

The following utensils will be needed: mixing bowl, mixing spoon, measuring spoons, measuring cup, Dover egg beater and bowl, sifter, muffin tins.

- 2 c. flour (sifted before measuring)
- 4 t. baking powder
- 1 t. salt
- 2 T. sugar
- 1 c. milk
- 2 T. fat
- 1 egg or 2 egg yolks
- 1 T. fat for oiling muffin tins

Combine the dry ingredients and mix thoroughly in a mixing bowl. Beat egg or yolks; add milk, and then melted fat. Make a well or small hole in the center of the dry ingredients. Add liquid ingredients to the dry by pouring them into this hole. Mix only enough to combine the ingredients. Drop the batter into oiled muffin tins, filling not more than ⅔ or ¾ full. Bake in a hot oven (425° F.) for about 25 minutes.

Good muffins are large for their weight, golden brown in color, and symmetrical in shape; the top is rough and free from knobs or peaks; the crust is crisp, but not hard and thick; the muffins are tender and of good flavor. The crumb is moist, and the air spaces are fine and evenly distributed with no long narrow tunnels.

Two girls—¼ recipe.

Muffins are served immediately upon removal from the oven. They are placed on a warm plate and are covered by either a napkin or a hot roll cover. Muffins are eaten with the fingers. They are broken into pieces and buttered with a knife.

Things to do

1 Judge the products prepared and the way in which they are made ready for serving.
2 Decide what plain muffins would add to the diet.
3 Estimate the cost per serving of the muffins.
4 Suggest foods that could be served with muffins to make a good luncheon or supper.
5 Compare various recipes for plain muffins.

40 *How shall we prepare and serve whole wheat muffins?*

Whole wheat muffins, as the name suggests, are made from a flour containing the whole wheat grain. The whole wheat grain contains certain minerals and vitamins that are not in white flour unless it has been enriched or restored. Whole wheat muffins are made by the same method used for plain muffins.

Whole Wheat Muffins

The following utensils will be needed: mixing bowl, mixing spoon, measuring cup, measuring spoons, Dover egg beater and bowl, sifter, muffin tins.

COURTESY BETTER HOMES AND GARDENS

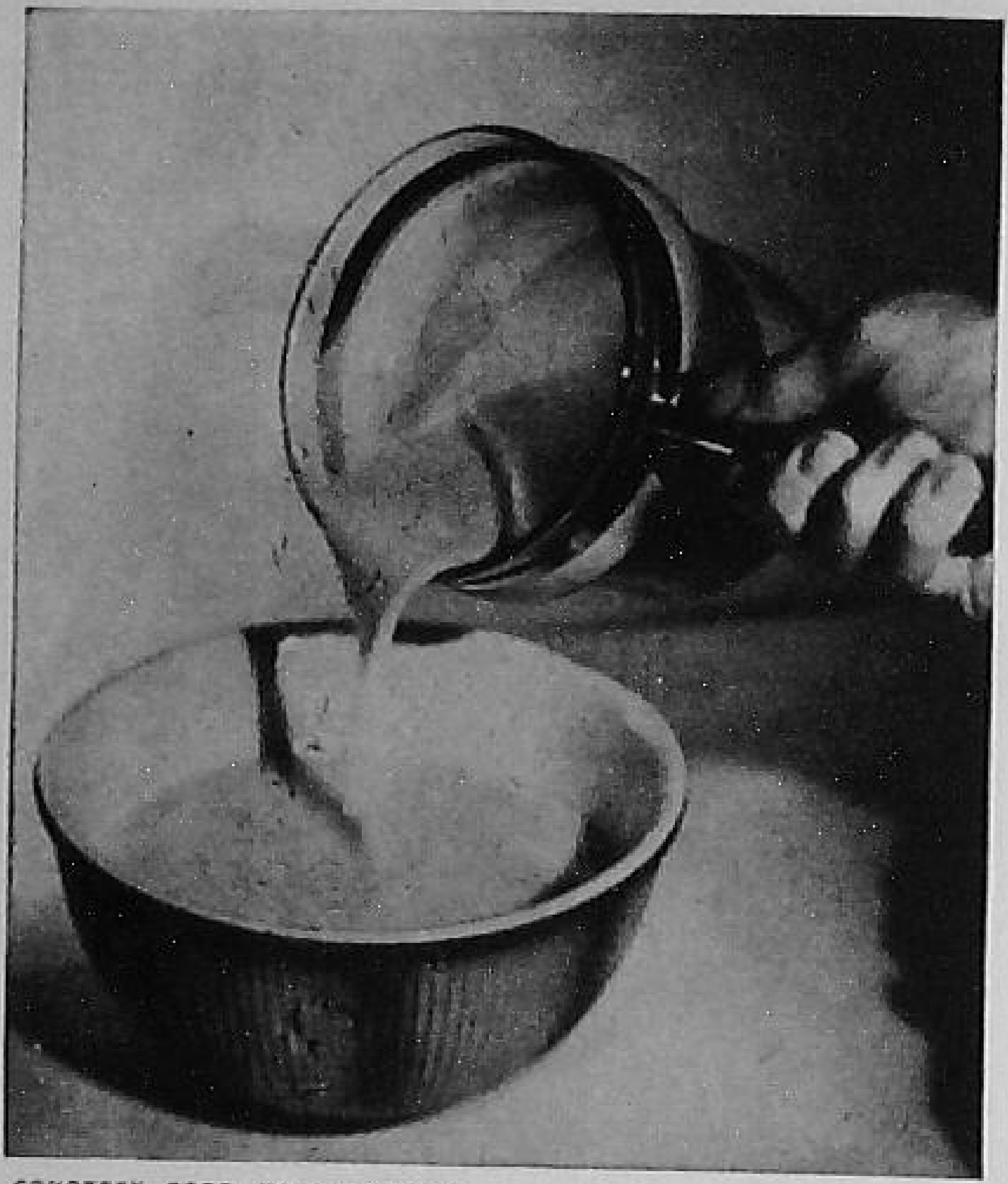
• Just out of the oven, hot whole wheat muffins.

1½ c. whole wheat flour	2 T. sugar
½ c. flour (sifted before measuring)	1 c. milk
4 t. baking powder	1 egg or 2 egg yolks
1 t. salt	2 T. fat
	1 T. fat for oiling muffin tins

The method of mixing and baking whole wheat muffins is the same as was used in making plain muffins in the preceding problem. The standards for whole wheat muffins are the same as those for plain muffins.

Two girls—¼ recipe.

Whole wheat muffins are served in the same manner as are plain muffins.



COURTESY GOOD HOUSEKEEPING

• Thin custards pour easily and are sometimes used as sauces for other desserts.

Things to do

See exercises, page 242.

41 *How shall we prepare and serve floating island?*

Floating island has been a favorite dessert since before Colonial days. Its name comes from the "islands" of beaten egg white that garnish its surface. Floating island is one of the custards. That is, it is a mixture of egg, milk, sugar, and flavoring, cooked until thick. Floating island is a thin custard, never becoming stiff enough to mould. The egg white which, like the yolk, has thickening power is not added to the custard. It is saved, and when beaten stiff it is applied as a garnish.

Floating Island

The following utensils will be needed: two mixing bowls, measuring cup, measuring spoons, wooden spoon, mixing spoon, double boiler, Dover egg beater.

2 c. milk	½ c. sugar
3 eggs	½ t. vanilla
⅛ t. salt	

Break the eggs, separating the whites from the yolks and taking care not to break the yolks. Put yolks in one bowl and whites in another. Add salt to the yolks and beat slightly. Add sugar and mix thoroughly. Heat milk in the

COURTESY CALIFORNIA FRUIT GROWERS ASSOCIATION

• Orange slices have been added to this dish of floating island just before bringing it to the table.

upper part of the double boiler until hot. Pour hot milk slowly on the mixture of eggs and sugar, stirring constantly. Return this mixture to the double boiler and cook over gently boiling water. Stir constantly until the mixture thickens and forms a thin coating on the spoon.

Remove at once to a cool place. When cooled, add vanilla.

To the egg whites add a pinch of salt and beat until stiff. Add the remainder of the sugar, folding in until the sugar is well mixed with the beaten egg whites. This mixture is called a meringue. Pour the cold custard into individual

sherbet or saucedishes or into a large serving dish. Drop the meringue with a tablespoon on top of the custard, forming floating islands of white.

Two girls—⅓ recipe.

The sherbet dish or saucedish containing floating island is placed on a dessert plate or salad plate or directly at the individual cover. If this dessert is served at the table from the serving dish, sherbet dishes or saucedishes are used. The serving is done with a tablespoon or large serving spoon. Floating island is eaten with a teaspoon or a dessert spoon.

Things to do

1 See "Things to do" on page 242 for suggestions.
2 Compare various recipes for floating island.
3 Suggest ways to vary the recipe given here.

42 *How shall we prepare and serve baked custard?*

Baked custard contains the same ingredients as does floating island, but the method of preparation is different. The egg white, if used, is combined with the milk. The mixture is baked instead of steamed. The product is smooth and firm and may be molded.

Baked Custard

The following utensils will be needed: mixing bowl, Dover egg beater, measuring cup, measuring spoons, mixing spoon, custard cups or baking dish, shallow baking pan.

2 c. milk	½ t. vanilla
2 eggs or 4 egg yolks	Few grains nutmeg
⅛ t. salt	1 T. fat for oiling custard cups or dish
¼ c. sugar	

Heat milk in the double boiler until hot. Break eggs or put yolks into a mixing bowl and add salt. Beat thoroughly with a Dover egg beater. Add sugar and mix well.

Pour hot milk slowly on the sugar and egg mixture, stirring constantly until thoroughly mixed.

Pour the mixture into oiled custard cups or a baking dish.

Place the cups or dish in a shallow baking pan. Pour a small amount of hot water in the pan around the cups or dish.

Bake in a slow to moderate oven (350° F.) for 30 or 35 minutes, or until firm. The custard is done when an inserted knife comes out clean.

Two girls—½ recipe.

Baked custard served in the custard cup is placed on a salad or dessert plate or directly on the table at the individual cover. When baked in a baking dish, the custard is served in individual sherbet dishes or saucedishes, which may be placed on a plate or at the individual cover. Baked custard is often topped with a small bit of jelly or honey. It is eaten with a teaspoon or dessert spoon.

Things to do

1 See "Things to do" on page 242 for suggestions.
2 Find recipes for different baked custard and report to class.

43 *How shall we prepare and serve baked apples?*

Among the cooked fruits served for dessert, baked apples rank high in popularity. The unpared apple is baked. This is an advantage because the apple skin is included in the serving. Roughage is provided, and the rich mineral content, much of which is in and near the skin, is largely retained. Baked apples make a tasty, colorful dish that is easily prepared.

Baked Apples

The following utensils will be needed: pan or bowl, paring knife, measuring cup, measuring spoons, baking dish or pan, cooking spoon.

COURTESY KRAFT CHEESE COMPANY

• **Baked apples are always a welcome dessert. Whipped cream or cream cheese for topping gives a dressed-up air.**

- 6 tart, medium-size apples
- 6 T. brown sugar, sirup, or honey
- 1 T. butter or substitute
- ½ t. nutmeg
- ½ t. cinnamon
- ½ c. water
- 2 T. raisins, if desired

Wash the apples. Remove stems, cores, and blossom ends. Place the apples in a baking dish or pan. Mix sugar, sirup, or honey; nutmeg; and cinnamon, and fill the cavities with the mixture. Sprinkle the top of the apples with the mixture. If desired, add raisins to this mixture. Dot the apples with butter. Pour water around the apples.

Bake in a slow oven (325° F.) until tender. This will take at least an hour and perhaps longer, depending upon the apples. Baste frequently during the baking.

Two girls—1 apple.

Baked apples are best served chilled. They are served at the table from a fruit dish with a tablespoon or serving spoon. They are served from the kitchen in saucedishes or sherbet dishes placed on salad or dessert plates, or placed directly at the individual cover. Baked apples are served plain, with thin or whole milk, or topped with whipped cream. They are eaten with a teaspoon or dessert spoon.

Things to do

1 See "Things to do" on page 242 for suggestions.
2 Decide what other fruits could be baked. Decide what changes in procedures would be made in each case.

44 *How shall we prepare and serve cup cakes?*

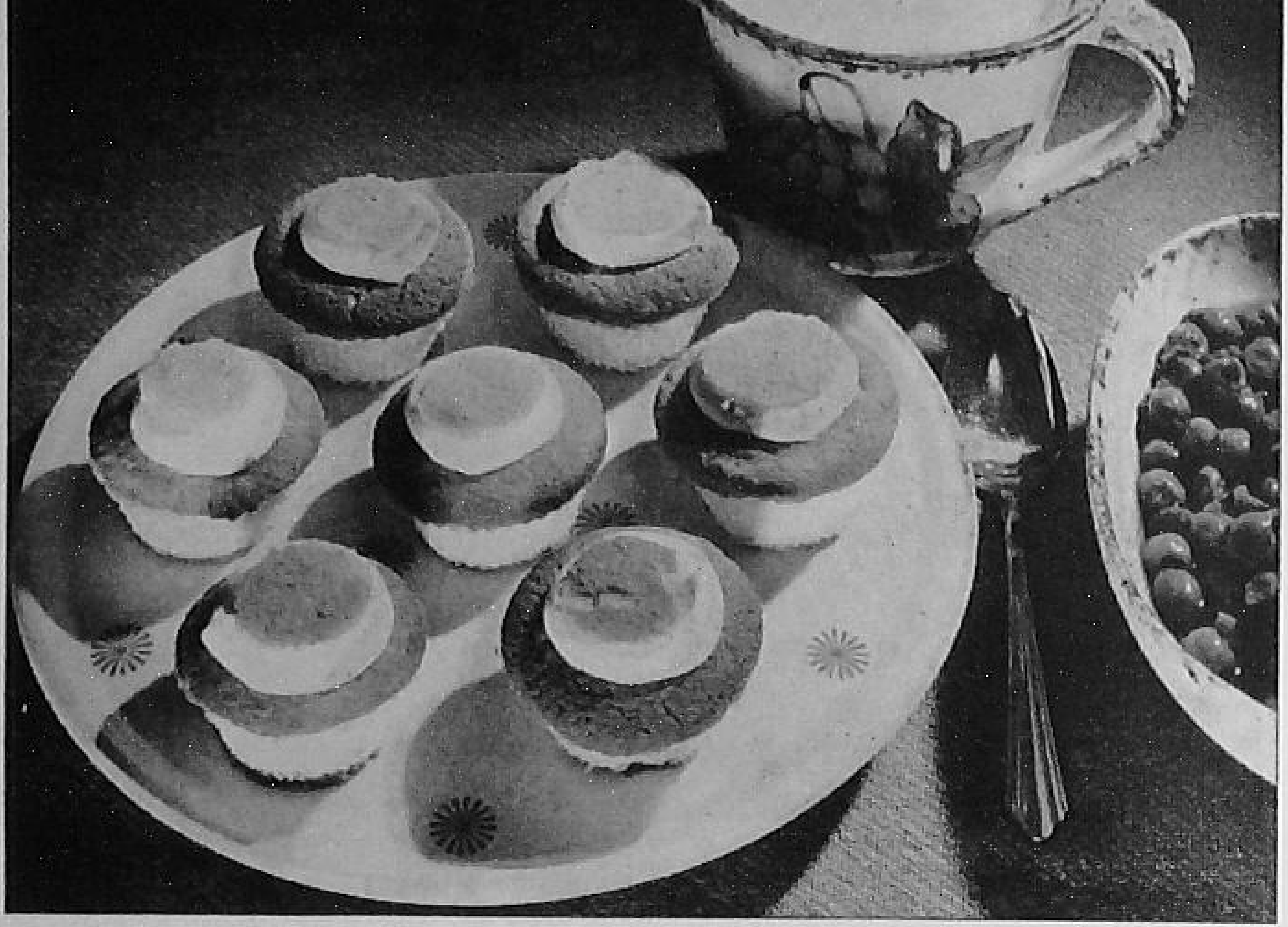
Cup cakes are a drop batter mixture much like muffins. They contain more fat and sugar than muffins and therefore are a richer mixture. Their name comes from the type of utensil in which they are baked. Long ago they were baked in teacups. Now they are baked in cuplike pans or paper containers of various sizes. The size of the container determines the amount of batter used and the size of the cup cake. Tiny cup cakes are now widely used.

Cup Cakes

The following utensils will be needed: mixing bowls, measuring cups, Dover egg beater, wire cake rack, measuring spoons, mixing spoon, sifter, muffin tins, cup tins, paper cups (if desired).

1½ c. flour (sifted before measuring)
2 t. baking powder
¼ t. salt
¼ c. butter or substitute
⅔ c. sugar
1 egg
½ c. milk
1 t. vanilla or lemon extract
1 T. fat for oiling pans

Add baking powder and salt to the flour and sift them together two times. Cream the butter thoroughly, add



COURTESY WHEAT FLOUR INSTITUTE

• For variety, these cup cakes are topped with marshmallows instead of frosting.

sugar gradually, and continue creaming until soft and light.

Add an unbeaten egg to the creamed mixture and mix. Add flour alternately with milk, a small amount of each at a time. Beat after each addition until smooth. Add flavoring.

Oil muffin tins or cup-cake pans. Pour these ⅓ full of batter. Bake in a moderate oven (350° F.) 20 or 25 minutes. When done, turn on a cake rack to cool. Use a spatula or thin-bladed knife to help remove cakes if they stick to the pans. When paper cups are used, they are not oiled but are filled with the batter and placed in muffin tins and baked. The paper cup is not removed until the cake is cold.

Two girls—½ recipe.

Cup cakes are served on a serving plate or on a dessert plate, alone or with another food. They are taken from the serving plate with the fingers and eaten with the fingers. If cakes are not tiny, they are broken into two or more pieces before eating.

Sometimes cup cakes are topped with whipped cream or with a marshmallow. When this is done, they are eaten with a fork.

Things to do

See "Things to do" on page 242 for suggestions.

45 *How shall we prepare and serve oatmeal cookies?*

Oatmeal cookies are another of the flour mixtures. They are called a drop cookie because the batter is dropped from a spoon onto the baking sheet. The batter is stiffer than that of muffins and cakes. However, it is not as stiff as the dough of the biscuits. Oatmeal cookies are a nutty, fruity kind of cookie that keeps well. Although they are ready to eat when first baked, their flavor is improved if they stand several days.

Oatmeal Cookies

The following utensils will be needed: mixing bowls, measuring cup, measuring spoons, Dover egg beater and bowl, spatula, baking sheet or pie pans, cake rack, sifter.

- ¾ c. flour (sifted before measuring)
- 1½ t. baking powder
- ¼ t. nutmeg
- ¼ t. salt
- ⅓ c. butter or substitute
- ½ c. brown sugar, firmly packed
- 1 egg
- 1 c. raisins, chopped or well separated, and if sticky, floured slightly to keep apart
- 1 c. oatmeal
- ⅓ c. milk
- 1 T. fat for oiling baking sheet or pans

Sift together the flour, baking powder, nutmeg, and salt. Cream the butter, add the sugar gradually, and cream together until the mixture is soft and light. Beat the egg well. Add the beaten egg and raisins to the butter and sugar mixture. Add oatmeal and mix well. Add the flour

COURTESY NATIONAL ASSOCIATION SERVICE

• Oatmeal cookies are nourishing as well as delicious. They go well with fruit juice.

mixture alternately with milk, a small amount of each at a time.

Oil a baking sheet or pie pans. Drop the mixture from a teaspoon on the baking sheet or pans, allowing some space between cookies.

Bake in a moderate oven (325–350° F.) 15 minutes. Remove the cookies with a spatula and place on a cake rack.

Two girls—1/3 recipe.

Oatmeal cookies are served on a serving plate or on a salad or dessert plate. One large cookie or two small or

medium-sized cookies are considered a serving. They are eaten with the fingers.

Things to do

See "Things to do" on page 242 for suggestions.

46 *How shall we plan a luncheon or supper for our family?*

Our method in planning a luncheon or supper for our family will be much the same as it was for our breakfast. Our "family" again means the "family" group in our class to which we belong. We may decide this time to have a family of a different size, or we may have the same "family" that we had before. Whatever we do, our plans will be made in relation to our own "family" group.

The first matter to be settled in planning our meal is, of course, the menu. In doing this a number of decisions must be made. Shall we have a medium or a heavy luncheon or supper? We should have one that is adequate and suitable for our "family" members, and it should contain about one third of our day's food. We should have most of the seven basic food groups represented in the menu and a generous amount of any that have been omitted in the other meals of the day.

We must choose our menu in relation to the amount of money that we have for the meal, whether this be 20, 25, or 30 cents per person. The foods that we can obtain and the likes and dislikes of our family are important. We must not overlook the time we have for preparing the meal. We would do well to base our planning upon some one of these dishes that are generally regarded as luncheon or supper dishes. We should do our best to have an attractive and pleasing menu.

We should have our menu checked, as we did before, and then prepare our market order. After this, we are ready to plan the preparation of the meal. All the tasks to

be done should be listed in their proper order and divided evenly among the members of the "family." Each one should know exactly what she is to do. Each person should have different responsibilities than were hers for the breakfast meal, in order to get new experience. The time at which we will be ready to serve the meal and that at which we will be through eating should be agreed upon. Plans for the clearing away and cleaning up after the meal should be included also.

When our plans are completed they, too, should be checked with our teacher for her suggestions. In planning this meal, we should profit by our experience in planning and serving the breakfast. Any mistakes made at that time should be avoided in this meal. We should be able now to do our work much better and more easily than we did when we planned and served the breakfast.

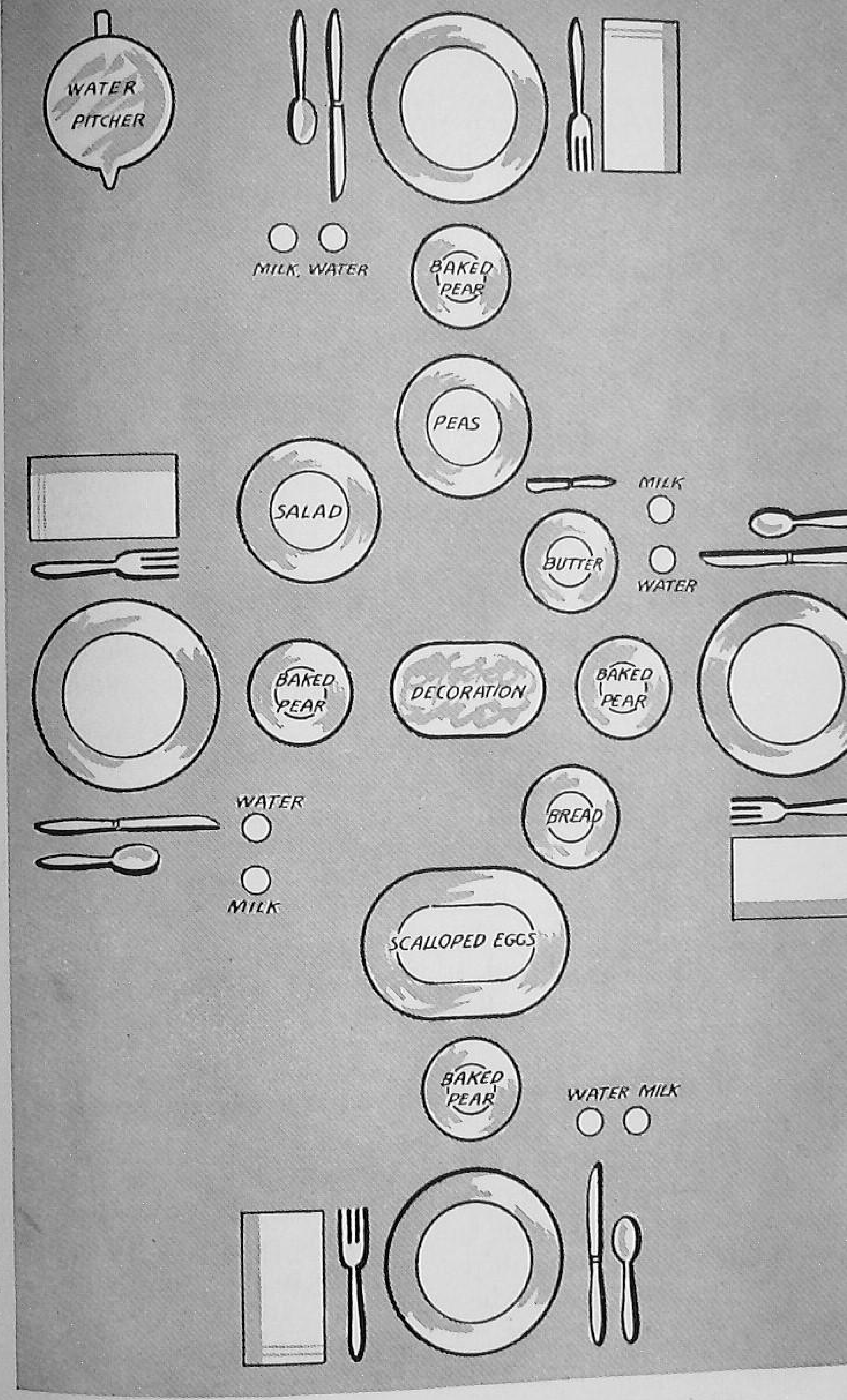
Things to do

1 Each "family" plan a luncheon or supper menu to be prepared and served for and by this "family."
2 Each "family" make out a market order for this menu.
3 Each "family" plan a work schedule for each member to follow in preparing the menu.
4 Estimate the cost of this meal and the ration points required.
5 Plan a luncheon or supper menu for your family at home for a given amount of money. Check the ration points needed.
6 Make out a market order for this menu.

47 *How shall we plan the service of our luncheon or supper?*

The service has much to do with the success of our luncheon or supper, just as it did in our breakfast. No matter how simple a meal, it should be well served. Well-prepared food loses much of its appeal when it is served in a haphazard or careless manner.

The family style of service is the one most commonly used for the family luncheon or supper. We will use it for



• A luncheon or supper table set for the family style of service.

our luncheon or supper as we did for our breakfast. All the food, you recall, is placed on the table before the family is seated. The food then is passed as desired and needed by those at the table. When the mealtime is short, family service is especially satisfactory. Often variations are made in this service. For example, dessert is not always placed on the table with the other food, but is brought in when the family is ready for it to be served. When this is done, the used dishes from the first part of the meal are removed first.

We will follow the general rules for setting the table and serving the food and observe the table manners which were given when we were planning and serving our breakfast. (See pages 207–215.)

A tablecloth, luncheon cloth, runners, or place mats are used for a family luncheon. The silver, glassware, and china needed depend upon the menu. Some simple decoration, such as a bowl of flowers or a potted plant, adds to the meal.

The details of the service of the luncheon or supper are best shown by indicating how a given menu would be served. Suppose we plan to serve this menu:

Scalloped Eggs
Buttered Peas
Combination Salad
Bread Butter
Baked Pears
Milk

All the food is placed on the table before the family is seated.

The host places the serving spoon in the eggs and either serves himself or passes it to the person at his right, according to the custom of the family. If the person to his right is a guest, the host will pass the dish to the guest, always permitting the guest to be served first. In like manner, the hostess passes the peas. The other family members pass the salad, bread, and butter. Food is repassed as often as

desired. Glasses are passed to the hostess for refilling. When the main part of the meal is finished, each person exchanges her luncheon plate with the plate and dish of pears or places the luncheon plate to the left of her cover and the pear service in its stead.

If there is time and the family so desires, the baked pears may be left in the kitchen and brought in after the luncheon plates and used silver have been removed. This is a variation of the family style of service which is liked by many.

Just as the details of service were worked out for this menu, the service for our luncheon or supper menu should be planned in a similar way. Try to divide all the serving responsibilities as nearly equally as possible. Having one member of the group act as a guest will give a new experience in serving a meal.

When the plans are completed, these should be checked by your teacher and revised according to her suggestions.

Things to do

1 Decide the placing of salts and peppers on the table, page 255. Do the same for a pitcher of hot milk and a hot beverage.
2 Each "family" plan the service of the luncheon or supper.
3 Practice setting the table according to plans made for this meal.
4 Decide upon the table manners to be observed at this meal.

48 *How shall we prepare and serve our luncheon or supper?*

We are now ready to put into practice the plans that we have made during the past days. It will be fun to see how well they work and the improvement we have made since we prepared and served our breakfast. We should each be familiar with what we are to do and know how we are going to do it. We should assume our responsibilities and start work at once. We should have our tasks done at the time agreed upon. We should work together as a "family."

If any difficulties or unexpected circumstances arise, we

should try to meet them in an intelligent way, making changes as are necessary.

49 *How successful was our luncheon or supper?*

A consideration of the success of our meal is an interesting and valuable conclusion to the work of planning, preparing, and serving it. Through this we are able to improve and to do the job better the next time. One way to judge our work is to make a list of the strong points and the weak points, writing the strong ones in one column and the weak ones in another. The two are then compared and the success of our meal decided upon.

Another way of judging our work is to make a list of the things we would do again if we were repeating the meal, and another list of those we would not do. By comparing the two lists, we may know the success of the meal. A discussion of those we would do differently and how we would do them is also helpful. Difficulties met satisfactorily should also be discussed.

Such questions as these should be answered:

Were all the essential foods included?

Was the meal sufficient in quantity?

Was the meal attractive, pleasing, and appealing to the appetite?

Was the food well prepared?

Was the meal well served?

Was the cost of the meal within the money allowance made?

If we were to give ourselves a grade on our meal, would it be excellent, good, fair, or poor?

Things to do

1 Each "family" evaluate the meal served.

2 Make recommendations for improvements in planning, preparing, and serving meals.

3 "Families" plan, prepare, and serve other luncheons or supper as time permits.

50 *How shall we buy fresh fruits and vegetables?*

Fresh fruits and vegetables are essential foods in our daily diet and are purchased frequently. Most of them spoil easily and are difficult to keep. Except in certain localities and at certain times of the year, fresh fruits and vegetables are rather expensive foods. If we are to obtain the best value possible for our money, we must learn to make wise food purchases.

COURTESY CALIFORNIA FRUIT GROWERS' EXCHANGE

• Oranges are being graded by trained experts and sorted for quality. An endless belt carries the fruit past the grader.

The fresh fruits and vegetables bought depend upon the plans for our meals. In wartime our plans may in turn depend upon government limitations on the distribution and purchase of these and other foods. We purchase those foods which we have included in our menus; these should have been planned according to the fresh fruits and vegetables that can be obtained. We must know not only what fruits and vegetables to buy but what quantity. It is always wasteful and expensive to buy more than is required.

The money that one has to spend for fresh fruit and vegetables is an important consideration in their purchase. Some fresh fruits and vegetables are expensive and are no better in food value than many less expensive ones. Fancy fresh pears at 15 cents each, delicious though they may be, may have no more food value than apples costing much less. Some of the foods are expensive at one time of the year and

COURTESY U. S. DEPT. OF AGRICULTURE

• Read the labels on canned foods carefully. Notice the U. S. government grade labels on these cans.

not expensive at another. Strawberries may sell at 75 cents in December when they are not produced locally, and the same size basket may sell for 20 or 25 cents in May or June.

We should observe the appearance and condition of fresh fruits and vegetables when buying. Wilted, mealy, or off-color vegetables and fruits that are extremely soft and wilted or decayed in spots should not be purchased. If fruit is to be served raw and at once, green and immature products are not desirable. The purchase of fresh fruits and vegetables is better done in person. The standards and

interests of the purchaser and the salesman are not always the same. Usually we are better satisfied if we can see what we are buying.

There are guides that help in judging the quality of vegetables and fruits. Some of these are given here:

Guides for buying vegetables

Asparagus: crisp-looking, unbroken tips; a freshly cut end that is not woody.

Cabbage: greenish-white, crisp leaves; leaves compact and solid; head heavy.

Carrots: fresh-looking, bright-colored roots; tender green leaves.

Celery: crisp leaves and stalk; no decayed and molded stalks and leaves; good odor.

Lettuce: fresh, crisp leaves; no mold or decay; if head lettuce, solid head.

Peas: pods crisp and green and well filled with peas, but not too full; no mold or decay.

Potatoes: medium size; solid and smooth, not withered; no soft spots; shallow eyes.

Spinach: green, crisp, fresh leaves that are not too large; few or no roots; little or no sand.

String beans: crisp pods that snap when broken; no strings.

Sweet corn: well-developed kernels, filled with a milky juice.

Sweet potatoes: firm, not withered; without mold or soft spots.

Tomatoes: round, smooth, and solid; uniform color, red preferred.

Guides for buying fruits

Apples: firm; good color; shape characteristic of the variety; no rotten or moldy spots.

Bananas: firm and plump; bright yellow in color.

Berries: firm and plump; mature; no dirt, decay, or excess moisture.

Cherries: firm and plump; no decay, insects, or skin breaks.

Grapefruit: heavy for size; firm; thin-skinned.

Grapes: plump and fresh; firmly attached to stems; no mold or decay.

Oranges: heavy for size; firm; relatively smooth skin; no soft spots or mold.

The United States Government has determined grades for many of the fresh fruits and vegetables. In general, these grades are U. S. Fancy; U. S. No. 1; U. S. Commercial; U. S. No. 2; U. S. No. 3; and Unclassified. U. S. Fancy is the highest, and Unclassified is the lowest. If you see one of these classifications marked on a box or basket, you will know the quality of the fresh fruit or vegetable. However, in the retail market where most of us buy, grades are not indicated, so we have to buy by those qualities that we can recognize.

Frozen fruits and vegetables are being increasingly used. We buy these mainly by the description on the package and by the brand name.

The cleanliness and condition of the market where fresh fruits and vegetables are sold is most important. The way they are cared for has much to do with their condition. A dirty and unsanitary market does not deserve our patronage.

Things to do

1. Judge various fresh fruits and vegetables as desirable purchases.
2. Ascertain the fresh and frozen fruit and vegetables available in the stores and markets in your community.
3. Each choose one fruit and one vegetable. Go to several stores or markets and see what can be learned there about these foods.
4. Compare the prices of various fresh fruits and vegetables at different seasons.
5. Compare the prices of fresh and frozen fruits and vegetables at different seasons.

51 *How shall we buy canned foods?*

Buying canned foods is quite different from buying fresh fruits and vegetables. We can inspect the latter and base our judgment on what we see. We cannot see the contents of the can so we must use other guides in our purchasing, as we do when we buy frozen foods.

Commercially canned foods are favorite products with families everywhere in our country. The purchase of these foods is always an important responsibility. This is true in normal times when large purchases are made by families. It is also the case in wartime when purchases must be greatly limited. Regardless of whether we are spending money for canned foods, or both money and ration points, we want to make the best purchases that we can.

Grades have been established by the government for all canned fruits and vegetables. These have been known as fancy, choice or extra standard, standard, and substandard. Recently, the terms A, B, C, and substandard or off-quality have come into use for grades. The best and most expensive is the fancy or A grade, and the lowest and least expensive is the substandard. The grade to purchase should be decided upon in relation to the intended use of the product. For many purposes the lower grades are satisfactory. Wise purchasing does not mean always knowing and buying the fancy grade.

If established grades were indicated on the can or label, it would be a simple matter to buy by grade. But this is not the case. The only grade required on the label by the government is the substandard. Labeling for other grades is voluntary or permissive on the part of manufacturers. Grades are commonly indicated by brand names by manufacturers. For example, "Starlight" may be the label for the A grade, "Moonlight," for B grade, "Sunlight" for C grade, and "Mialight," for substandard. Since each packer may even have several different sets of brand names, it is almost impossible to learn to identify grades by this means.

Of course, if we use products of one or two packers only, we may find brand names helpful for our own use. Often we ask the dealer what grade a particular label stands for. Thus we do depend upon the reliability of our grocer. Recently a number of packers have been indicating grades by the letters A, B, and C. This is helpful to the purchaser. It is hoped that more will follow this plan. When the letters U. S. before the grade name and the U. S. stamp appear on the label, it means that the product has been inspected and graded by the Agricultural Marketing Service of the U. S. Department of Agriculture.

The appearance and condition of the can should be noted in buying canned foods. Cans that swell out at the ends or appear to have a leak should not be purchased. A rusted can or one of bad color should not be purchased without first examining it to see that only the surface of the can is affected.

The information on the label should be read. Some labels give much information, others practically none. The size of the can should be noted. Sometimes a can appears to be a certain size, but when the label is read the can is found to hold less than was expected. Acquaintance with the capacity of cans of common sizes will help greatly in the purchasing of canned foods.

Contents of the common sizes of cans used for fruits and vegetables are as follows:

Size of can	Average net weight	Average volume in cupfuls
No. 1 tall	16 oz.	2
No. 2	20 oz.	2½
No. 2½	28 oz.	3½
No. 3	33 oz.	4
No. 10	6 lb. 10 oz.	13

Fruits and vegetables are also being canned in glass jars. These containers do not follow the regular can sizes. To know the content, the label on the jar must be read.

Some packers include on the label the number of serv-

ings to be had from the can of food. One should buy canned foods in the size can that can best be used by the family. The quantity of canned foods to be purchased should be decided according to the family's needs, the storage space, and the amount of money that may wisely be spent for them at one time. Sometimes we are led by a special sale or price to purchase more than we should. Such practices are never thrifty.

Things to do

1 Examine labels on various cans of foods. Compare the information given.
2 Check the cans on the grades indicated. How many have been graded by the U. S. Government?
3 Open cans of several grades of two or three given products. Compare them.
4 Note the differences in the sizes of cans of food. Is size of the can an important consideration? Why?
5 Compare canned foods with fresh and frozen ones in price, ration points, and storage facilities required, and convenience in use.

52 *How shall we buy meat?*

You may have seen someone buy meat this way: "I want thirty cents worth of steak," or "Please cut me off a forty-cent pork boil," or "I will take a ninety-cent lamb roast this time." If you follow this plan, you are certainly not an intelligent buyer of meat. Such purchasing leaves the responsibility up to the salesperson entirely. He may or may not make a selection to your advantage. You must know more than this about the buying of meats if you are to do the job well.

The meats most commonly used are beef, pork, and lamb. Two ways of judging any of these meats are by the color of the flesh, and the amount and kind of fat. Good beef is a bright cherry-red, well marbled and coated with a

white or cream-colored fat. Good lamb is reddish-pink, and the fat is firm and white. Good pork is of a white or light pink color, and is well colored and marbled with a smooth, white fat. All three meats should be firm, fine-grained, and smooth.

The United States Government has set up certain standards for meat shipped from one state to another. These are based on the health and condition of the animals killed and on the care given to the meat afterwards. No sick or diseased animals may be used for food. Our government has men to inspect all the meat shipped out of any state. A blue stamp is placed on all that is approved. Only meat so stamped may be shipped outside the state. This ruling does not apply to meat sold within a state. Wise shoppers, however, will not buy meat unless it has this stamp on it. Look for this stamp on the meat the next time you are in a meat market. If you buy locally produced meat, be sure that state or city inspection protects you from poor or diseased meat.

Our government has established grades for meat, but so far, only a small percentage of the meat on the market is stamped with the grade. Until grading is more commonly done, we shall have to depend upon other ways of judging meat.

When you go to the meat market to buy a roast, the salesman will want to know whether you want beef, pork, or lamb. Then he will ask, "What cut do you wish?" The meat that comes from the different parts of the animal is divided into cuts. There are two general classes of cuts, the tender and the less tender. Tender cuts come from the part of the animal that has little exercise; these require a short time to cook. The less tender cuts come from the other parts of the animal. More time must be allowed for the cooking of these parts.

The various loin cuts—sirloin, porterhouse, and T-bone steaks—and the prime rib roasts are tender cuts of beef. Round steak; and chuck, flank, and rump roasts are less

tender ones. Corresponding cuts in pork and lamb, though called by slightly different names, are similar in their degree of tenderness. Less tender cuts are just as nutritious as tender cuts. A different method of cooking, however, is required. If you wish to broil or fry your meat, you should buy as tender a cut as you can afford. If you wish to roast or stew your meat, a less tender cut will be quite as satisfactory. Tender cuts are always more expensive than those less tender. The simple chart on page 268 shows the methods of cooking for the different cuts of meat.

Wartime has made much less meat available for us and we rarely have opportunity for a wide selection. The supply of the tender, more expensive cuts of meat and also of the better grades is very small in most markets. Therefore more of our purchases of meat are of the less tender and cheaper cuts.

Our choice of meat should be made in relation to the money and ration points we have to spend, the available supply, and the time we have for its preparation. Planning meals sometime ahead of their preparation helps us solve this time problem. One reason why so many people wish to buy steak is that they wait until almost time for the meal to decide upon their meat. The use of the less tender cuts of meat helps reduce the meat bill. However, these require more time for cooking.

The question of the quantity of meat to be purchased is important. A general rule has been to allow one-fourth to one-half pound of meat per person. The amount varies because of the quantity of bone and other waste parts. Wartime limitation by our government in our use of meat has tended to reduce somewhat this allowance for each person.

The condition of the market should always be given consideration. Meat produced under the most sanitary conditions may quickly be made unfit for use in an unsanitary market. Only a strictly sanitary one should have our support.

Methods of cooking meat

Method	Beef	Pork	Lamb
Broiling or Frying	Tenderloin, Porterhouse, Sirloin, Hamburger	Cured ham, Cured bacon, Chops	Chops
Braising (Frying and Steaming)	Round, Rump, Flank, Chuck	Ham, Shoulder, Chops	Shoulder, Leg, Chops
Stewing	Round, Rump, Chuck, Neck, Shank	All cuts	Shoulder, Breast, Neck
Roasting	Ribs, Loin	Loin, Ham, Shoulder	Leg, Crown ribs

Things to do

1 Identify pieces of beef, pork, and lamb.
2 Identify various cuts of meat.
3 Explain what the United States Government blue stamp means.

4 Compare the prices of various cuts of beef. Of pork. Of lamb.
5 List other parts of meat of animals commonly eaten.
6 Find recipes for various cuts of meat, especially the less tender and less expensive cuts. Do the same for the various other parts commonly eaten.

53 *What is a good dinner?*

Although few schoolgirls carry the full responsibility for the family dinner, many of them share in the work of planning, preparing, and serving this meal. This share may be small, such as filling the water glasses or removing the dishes after the main part of the meal has been eaten. Again, the responsibility may be broiling the steak and cooking the potatoes and vegetables for the main part of the meal, or it may be purchasing some or all of the food. Whatever our responsibility, we should know the standards for a good dinner.

Dinner is usually considered the heaviest meal of the day. It contains one third of the day's food, and sometimes more. It may be served at noon or in the evening. Regardless of the time of serving, the character of the meal remains much the same.

We have three types of dinners: light, medium, and heavy. These are examples of medium and heavy dinners:

Medium dinner	Heavy dinner
Meat	Appetizer
2 vegetables	Meat
Salad	Dressing Gravy
Bread Butter	Potatoes
Sweet	2 Green Vegetables
Dessert	Bread Butter
	Salad Crackers
	Dessert
	Beverage
	Candy

For everyday meals, most of us have a medium dinner, unless our family members are doing heavy work or are

very active. Then a heavy dinner is needed. The heavy dinner is usually served on special occasions, such as Thanksgiving, Christmas, or birthday anniversaries.

Dinner consists of at least a main part and a dessert. Meat, one or more vegetables, bread, and a salad usually make up the main part of the meal. The heavier dinners include other foods, such as appetizers, additional vegetables, relishes, and sweets.

Care should be taken in planning the dinner menu that there is a balance between the rich and the light foods. A dinner that is light according to the number of foods can be made very heavy by the use of one or two rich foods.

The appetizer, which is served first, may be soup, fruit juice, a mixture of fruit, or even a tasty light salad. The beverage is served with the main part of the meal, with the dessert, or throughout the meal, as is the custom in many families. Coffee, tea, and milk are all suitable dinner beverages.

After the menu is planned, a final check should be made to see whether most of the seven basic food groups are represented in the meal and whether it meets the needs of all members of the family.

A good dinner, like a good breakfast and a good luncheon, is well prepared, attractive, and pleasing. Its service is good and adds to the joy of the meal.

Things to do

1 Plan menus for the different types of dinners for yourself, according to the suggested form.
2 Decide for what occasion you would wish to have each dinner planned.
3 Repeat 1 and 2 for your school "family." Compare menus.

54 *How shall we plan dinner menus for our family?*

So far we have planned menus for our school family. We will now plan dinner menus for our home family. In

our school family, all the members were of the same sex and about the same age. In our home family, both sexes are represented and the ages of the family members vary. The time in school for preparing and serving our meal, and for clearing away and cleaning up afterwards, was very short. At home there will be more time and it will be distributed throughout the day. Few of us have the same size of family at home as we did at school.

We must decide upon the type of dinner for which we will plan our menu. As in our school family, the needs of our home family, the money and ration points allowed, the available food, the likes and dislikes of the family members, the season, and time to be had for food preparation and service—all are important considerations. After our menu plans are finished we should check to make sure that all the essential foods are represented and that the cost of our menu comes within the money allowed for the meal.

Things to do

1 Plan a medium dinner for your school "family" and your own home family.
2 Plan a heavy dinner for your school "family" and your own home family.
3 Change your medium dinner to a lighter dinner for some family member who needs a lighter meal.
4 Estimate the cost in money, ration points, and time required for each menu planned.
5 Check with the seven basic food groups to see how many are represented.

55 *How shall we prepare and serve gelatin fruit salad?*

A gelatin dessert is often chosen to complete the dinner meal. Gelatin is a means of thickening. It differs from flour and eggs in that the fruit juice or water which it thickens remains clear and transparent. Fruits set in gelatin appear in their original color. Because of this and the

fact that the slices, dices, or pieces of fruit may be clearly seen, gelatin dishes are usually interesting and pleasing. Just as the amount of flour used for each cup of liquid determined the thickness of the sauce, so does the amount of gelatin used determine the thickness of the jelly. If too little is used, the jelly is thin, scarcely setting; if too much is used, the jelly is rubbery and tough. Many gelatin preparations, like the one we will use, have been sweetened, flavored, and colored before being packaged.

Gelatin Fruit Salad

The following utensils will be needed: two bowls, measuring cup, measuring spoons, mixing spoon, paring knife, large mold or individual molds, spatula.

1 package prepared gelatin—lemon, orange, raspberry, or other fruit flavor
1 c. boiling water
1 c. cold water or fruit juice
Few grains salt
1 c. fruit, fresh or canned, cut into medium-size pieces—grapes, pineapple, cherries, bananas, oranges, etc. One kind of fruit or a combination of several may be used.

Put the gelatin in a bowl. Pour hot water on it, stirring until dissolved. Add cold water or fruit juice and salt. Mix thoroughly. Pour into a mold and set in a cold place to chill. If time is limited, setting the mold in a pan of cracked ice will hasten the thickening process. When the liquid begins to thicken, add fruit to the gelatin. Continue chilling until the mixture is firm.

When individual molds are used, the salad is removed from the mold without breaking or destroying its shape. A very hot cloth wrapped around the outside of the mold for a minute or less releases the salad so that it can be taken out of the mold at once. If a large mold is used, the salad is cut in cubes or slices in the mold and removed with a spatula.

Two girls—¼ recipe.

COURTESY STANDARD BRANDS, INC.

• An individual mold of fruit salad, served with sections of grapefruit, can be prepared for the meal in advance. It fits into a wide variety of menus and occasions.

Gelatin fruit salad is served as a salad on a lettuce leaf with boiled dressing. Slices of fresh fruit may be used to garnish the salad. It is placed on a salad plate and eaten with a salad or luncheon fork.

Gelatin fruit salad is served also as a dessert in a saucedish or sherbet dish. It may be topped with whipped cream or evaporated milk. Thin cream is sometimes served with this salad. The saucedish or sherbet dish is placed on a salad or dessert plate, or directly on the table. Gelatin fruit salad is eaten with a teaspoon or dessert spoon.

Things to do

1 Judge the products prepared and the way in which they are prepared for serving.
2 Decide what gelatin fruit salad would add to the diet.
3 Estimate the cost per serving.
4 Suggest the foods that could be served with gelatin fruit salad to make a good dinner.
5 Plan different combinations to be used in gelatin fruit salad.

If all the kinds of meat pie that are made in various parts of the world were named, the list would be long. There would be pasties from Cornwall, kidney pie from England, pork pie from Ireland, shepherd's pie from Scotland, hare or rabbit pie from France, goat pie from some of the countries of Central Europe, and cheese and beef pies from the United States. If you could examine them closely, you would find that they were all made of various combinations of meat and vegetables, topped with or enclosed in a crust of biscuit dough, a layer of cereal, or a layer of mashed potatoes.

Crust for Meat Pie

The following utensils will be needed: two mixing bowls, measuring cup, measuring spoons, mixing spoons, paring knife, two forks or knives, baking dish, sifter.

- 1 c. flour
- 2 t. baking powder
- ⅓ c. milk
- ¼ t. salt
- 2 T. fat
- 2 t. fat for oiling dish

Mix as for biscuits. (See pages 204.)

Meat Mixture

- 1 c. cooked meat, cut in cubes
- 1 c. cooked potatoes, cut in cubes
- ½ c. cooked carrots, cut in cubes
- 1 c. of hot medium white sauce or gravy made with soup stock or water instead of milk (See page 224.)
- ¼ c. diced onion, if desired
- Salt and pepper as desired

Mix meat, potatoes, carrots, onion, and white sauce. Season to taste. Pour into an oiled baking dish.

Pat or roll dough ⅜ inch thick into the same shape and size as the top of baking dish. Cover the mixture with the dough. Bake in a moderately hot oven (400° F.) for 18 or 20 minutes. If preferred, the dough may be cut into tri-

COURTESY ARMOUR AND COMPANY

• A decorative note has been added to this meat pie. Scalloped triangles of crust mark individual sections.

angular pieces, small squares or circles and placed on top of the mixture, instead of using the crust in one piece.

Two girls—1/4 recipe.

Meat pie is served from the baking dish or from a platter with a serving spoon. The hot dish or platter should be placed on a dish pad. If baked in individual baking dishes, these are placed on the dinner plates. Meat pie is eaten with a fork.

Things to do

1 See "Things to do" on page 273 for suggestions.
2 Decide what various meats could be used in this recipe.
3 Find other recipes for meat pie and bring to class to compare.

57 *How shall we prepare and serve sponge cake?*

Sponge cakes differ from cup cakes in that they contain no fat. There are two kinds of sponge cake: those made with the entire egg, and those made with the whites of eggs only. We will make a yellow sponge cake that contains the entire egg.

Sponge Cake

The following utensils will be needed: two or three mixing bowls, measuring cup, measuring spoons, two egg beaters, sifter, spatula, grater, lemon juicer, cake pan (stem or tube, loose bottom, is desirable), cake rack.

1 c. flour (sifted before measuring)	½ t. salt
4 eggs	3 t. lemon juice
1 c. sugar	½ lemon rind, grated

Separate the egg yolks from the whites, using 2 different bowls.

Beat egg yolks well, add lemon juice and grated rind, salt, and sugar. Beat until well mixed. Sift in flour gradually, folding in until well mixed.

Beat whites of egg well but not stiff. Fold into the mixture.

Pour cake batter into a smooth, unbuttered sponge-cake pan. Bake in a slow oven (275° to 325° F.) for 1 hour. If baked in small or individual pans, the time will be only about 30 to 40 minutes.

Sponge cake, when done, shrinks from the sides of the pan and the center crust springs back when touched lightly with the finger. When the cake is done, remove from the

COURTESY SWANS DOWN CAKE FLOUR

• Sponge cake, strawberries, and milk. Who could ask for more?

oven and turn the pan on a cake rack to cool. When the cake is thoroughly cold, loosen the edge with a sharp knife or thin spatula, then let the cake pull from the pan by its own weight.

Two girls—½ recipe.

Sponge cake is cut in individual portions or served on a cake plate or on dessert plates. Sometimes it is topped with whipped cream or ice cream. When served plain, it may be eaten with the fingers or with a fork. When topped with cream, it is eaten with a fork. It may be served with fresh or stewed fruit or a fruit gelatin salad.

Things to do

See "Things to do" on page 273 for suggestions.

58 *How shall we prepare and serve plain butter cake?*

The "plain butter cake" differs from the sponge cake in that it contains butter or a substitute. It is like the cup cake in ingredients, but differs from the cup cake in its method of mixing. Plain butter cake is not an expensive cake because it contains only simple ingredients. Sometimes the butter cake recipe given below is called the standard butter cake recipe, because many variations can be made from it. Even though the recipe for plain butter cake is followed, interesting variations can be made by the use of icings. Uncooked icing is a satisfactory one that can be easily and quickly made. We will use it on our cake.

Plain Butter Cake

The following utensils will be needed: mixing bowls, measuring cup, measuring spoons, mixing spoon, egg beater, layer cake tins, spatula, sifter, cake rack.

- 1/3 c. butter or substitute
- 1 c. sugar
- 2 eggs
- 2/3 c. milk
- 1 3/4 c. flour (sifted before measuring)
- 2 1/2 t. baking powder
- 1/4 t. salt
- 1 t. vanilla or lemon extract
- 1 t. fat for oiling cake pans

Cream the butter and add sugar gradually, continuing creaming until the two are well blended and the mixture is soft and light.

Separate the eggs and beat each part until light.

Add beaten yolks to butter and sugar and mix until well blended.

Sift flour, salt, and baking powder together. Add about one fifth of flour mixture to the creamed mixture and mix for about 1/2 minute. Add 1/4 of the milk to the creamed

COURTESY SWANS DOWN CAKE FLOUR

• When icing a cake, try to get a rough look on it.

mixture, stir slightly, then add ⅕ of the flour, stirring about 10 seconds, and so on until the milk and flour are all added and mixed. During this mixing, add the extract. Fold in the stiffly beaten whites, which should take no longer than ½ minute.

Turn into oiled cake tins, filling them ½ to ⅔ full. Bake in a moderate oven (350° F. to 375° F.) for 20 to 30 minutes.

When done, loosen the sides with a thin spatula or knife and turn on a cake rack.

A butter cake is done when an inserted toothpick comes out clean; when the cake begins to shrink and leave

the sides of the pan; and when it springs back to its original shape when pressed lightly on top with the finger.

Two girls—½ recipe.

Uncooked Icing

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, mixing spoon, sifter.

- 5 T. milk
- 3 T. butter or substitute
- 3 c. powdered sugar, sifted
- 1 t. vanilla or lemon extract

Cream the butter, add sugar and milk gradually and alternately. Stir until soft and creamy. Add extract. Use at once. The icing should spread easily, cover the cake smoothly, and not run off. If too thick, add a little more milk; if too thin, add a little more sugar.

Place the bottom layer of the cake on a rack or plate. Spread a thick coat of icing over the cake with a spatula. Place the upper layer on top of this, making sure the sides are even. Spread icing over the top and sides so that the cake is well covered. Set in a cool place for a few minutes for the icing to become firm.

Two girls—⅓ recipe.

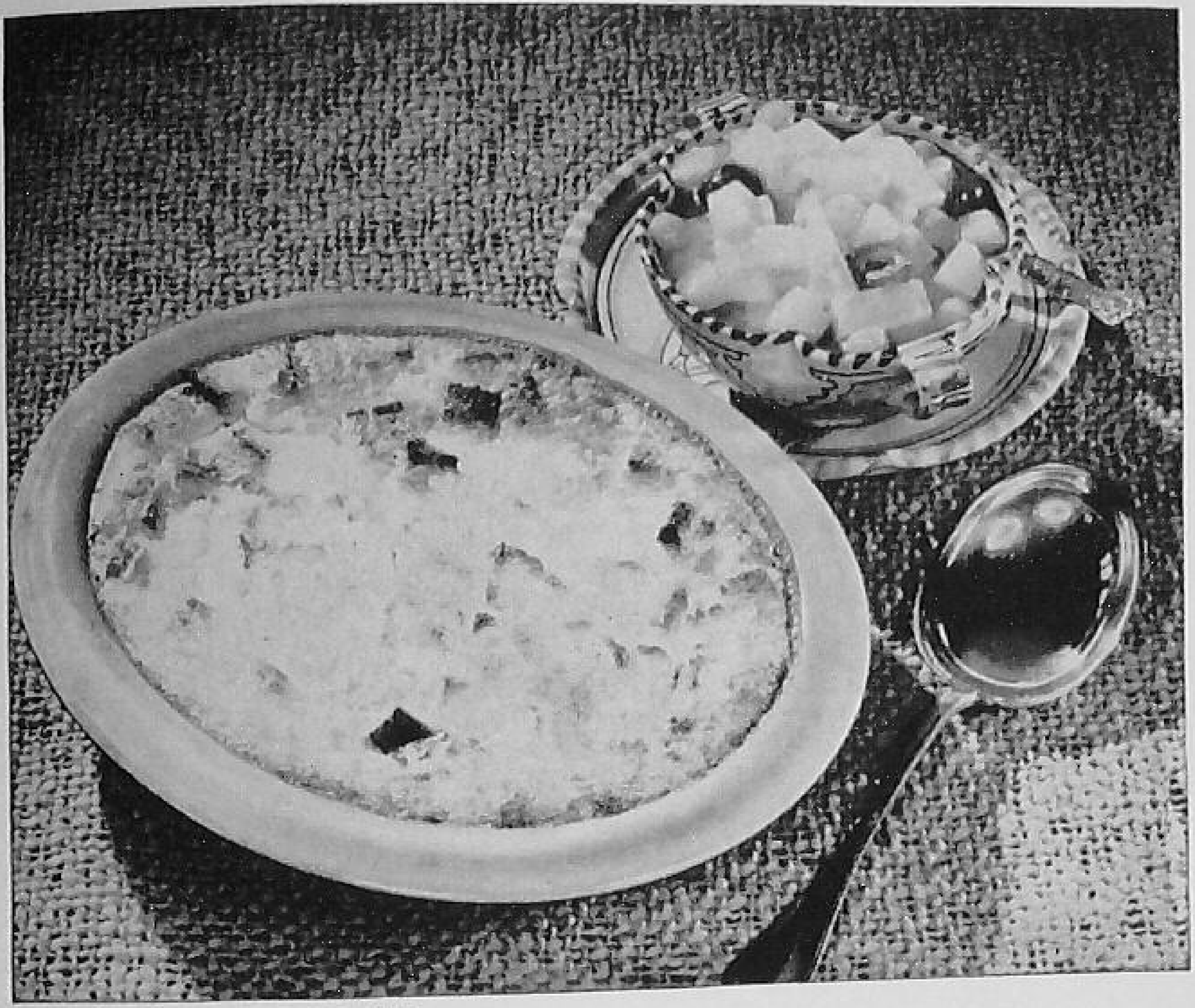
Cake is cut into individual servings and placed on a cake plate or on dessert plates. Cake may be eaten with the fingers. However, an iced cake is usually eaten with a fork.

Things to do

See "Things to do" on page 273 for suggestions.

59 *How shall we prepare and serve bread pudding?*

Bread pudding is an old-fashioned dish and has long been a favored dessert. Its recipe appears in many old



COURTESY LIBBY, MCNEIL AND LIBBY

• Bread pudding is good served with a sauce or with diced fresh fruit.

cookbooks. The ingredients are not expensive. Leftover parts of loaves or slices of bread may be used. Lemon sauce is frequently served with bread pudding. In its preparation, cornstarch is used as the means of thickening. Cornstarch is more like flour than the other thickening agents we have used. A number of variations can be made in the pudding recipe. Chocolate or cocoa may be added to the milk. Brown sugar, sirup, or honey may be used instead of sugar; and brown bread, for white. Cake and cookie crumbs or pieces may be substituted for some of the bread.

Bread Pudding

The following utensils will be needed: mixing bowl, measuring cups, measuring spoons, mixing spoons, baking dish, double boiler, wooden spoon, Dover egg beater and bowl.

- 1 c. bread cubes or small pieces of bread
- 2 T. melted butter
- 1 egg
- 1/4 c. sugar or honey
- 1/4 t. salt
- 1/2 t. vanilla extract
- 1/4 t. cinnamon
- 2 c. milk
- 1/2 c. raisins, currants, or coconut
- 1/2 T. fat for oiling dish

Beat the eggs slightly and mix with sugar or honey, salt, vanilla, butter, and cinnamon in a mixing bowl. Scald the milk in a double boiler and add slowly to the egg mixture, stirring constantly. Add bread and raisins, currants, or coconut. Mix thoroughly. Pour into an oiled baking dish. Set in a pan of warm water as in preparing baked custard. Bake in a moderate oven (350° F.) about 1 hour, or until a knife inserted in the center comes out clean.

Two girls—1/2 recipe.

Lemon Sauce

The following utensils will be needed: double boiler, mixing bowl, measuring cup, measuring spoons, grater, lemon juicer, mixing spoon, wooden spoon.

- 1 1/2 c. hot water
- 1 1/2 T. cornstarch
- 2 T. lemon juice
- Grated rind of 1/4 lemon
- 1/4 c. sugar
- 1/4 t. salt
- 1 1/2 T. butter or substitute

Mix cornstarch, sugar, and salt. Add hot water gradually, stirring constantly. Add grated lemon rind. Put in a double boiler and cook until the mixture thickens, stirring constantly. Then add lemon juice and butter. Remove the mixture from the fire and cool. If the lemon juice is added earlier, it tends to lessen the thickening power of the cornstarch.

Two girls—1/3 recipe.

Serve bread pudding cold with lemon sauce poured over it. Whole milk or thin cream can be used instead of

the sauce if preferred. A saucedish or sherbet dish is used and is placed on a dessert or salad plate or directly on the table. Bread pudding is eaten with a teaspoon or a dessert spoon.

Things to do

1 See "Things to do" on page 273 for suggestions.
2 Compare various recipes for bread pudding.
3 Decide the different sauces that could be served with bread pudding.

60 *How shall we set the table for dinner?*

Setting the table for dinner is a common responsibility of many schoolgirls. It is a pleasant task, for it has much to do with the appearance and success of a meal, and gives us opportunity to express ourselves in the creation of order and beauty.

There are a few things that always go on the table, such as the tablecloth, napkins, plates, and water glasses. Beyond this, there are choices to be made according to the plans for the meal. Therefore, before we set the table we need to know the menu for the dinner and the way in which the meal will be served. If strictly family style is used, all the table appointments and food will be on the table before the family is seated. If modified family style is used, we must decide what foods will be placed on the table and what foods will be served later. Many families like to use the strictly family style for everything except the soup or appetizer and the dessert. Some families like to have a more elaborate service for the dinner meal than for the other meals. Instead of the food's being served and passed by all the people at the table, the host serves the plates with the meat, gravy, and vegetables, and passes them to the other family members at the table.

Along with the type of service, the dishes and silver to be used must be considered. Shall we have bread-and-butter plates and butter spreaders? Shall we serve our

salad on individual plates? Shall we use salad forks? Many times the answers to such questions can be made only after a consideration of the time and the help that those preparing and serving the meal have. The more elaborate our service is, the more dishes and silver are required. Elaborate service always means more time and work for someone. We must decide what is best for the particular plans we have made and the time and help we have.

Suppose we take a dinner menu and see how we would set the table for different styles of service. The preceding diagrams show how the type of service used affects the setting of the table. We will use the following menu as an example:

Ham Loaf
Browned Potatoes Buttered Cabbage
Orange-Apple Salad
Bread Butter Jelly
Cherry Tarts
Coffee

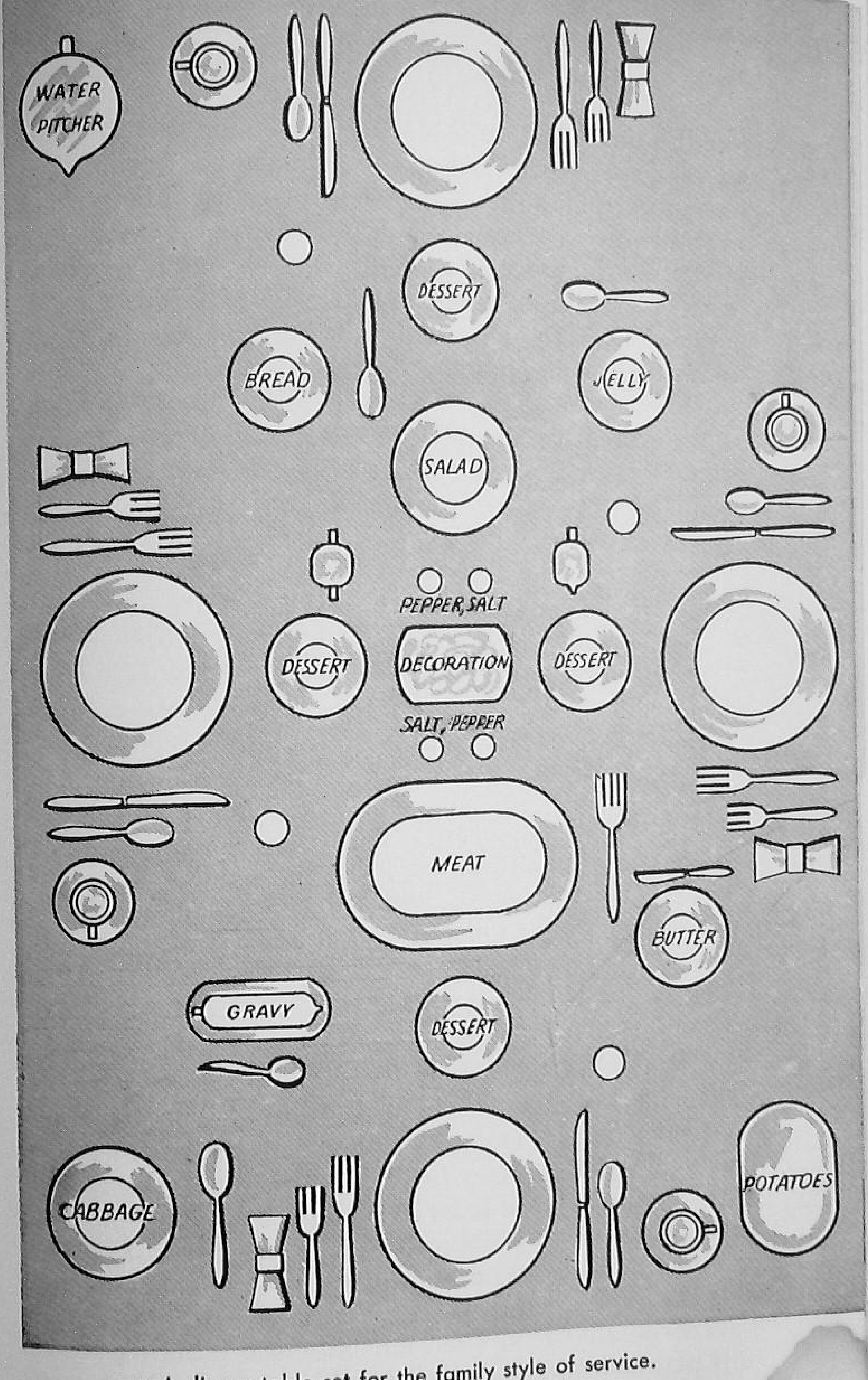
Things to do

1 Each "family" select from the dinner menus previously planned (page 271) a menu for one "family" and decide the general plan of service that will be used.
2 Set the table for this menu according to the type of service selected.

61 *How shall we help with the service of the dinner?*

Family style of service in all its types is used largely for the family dinner. Only a very small percentage of families have maids, and in most families the members serve their meals themselves. It is much better for every member to have a share in the responsibility than to detail some one member to act as maid and wait on the others. Family style of service gives everyone a part to do.

The details of the service of the meal should be carefully planned. Some of these details must be decided upon



• A dinner table set for the family style of service.

before the table is set. Many of them must be planned after this job is done. When everything has been agreed upon, a division of the duties must be made. They should be distributed as evenly as possible, so that no one has too much work during the meal. Each one should know what she is expected to do. Each family member should find out how the task is to be done if she is not certain, so that she can do her part easily and properly. In assigning tasks, the clearing away of the meal and the cleaning up of the dining room and kitchen should be included. These jobs are a part of the preparation and service of the meal and should be planned for as are the other tasks.

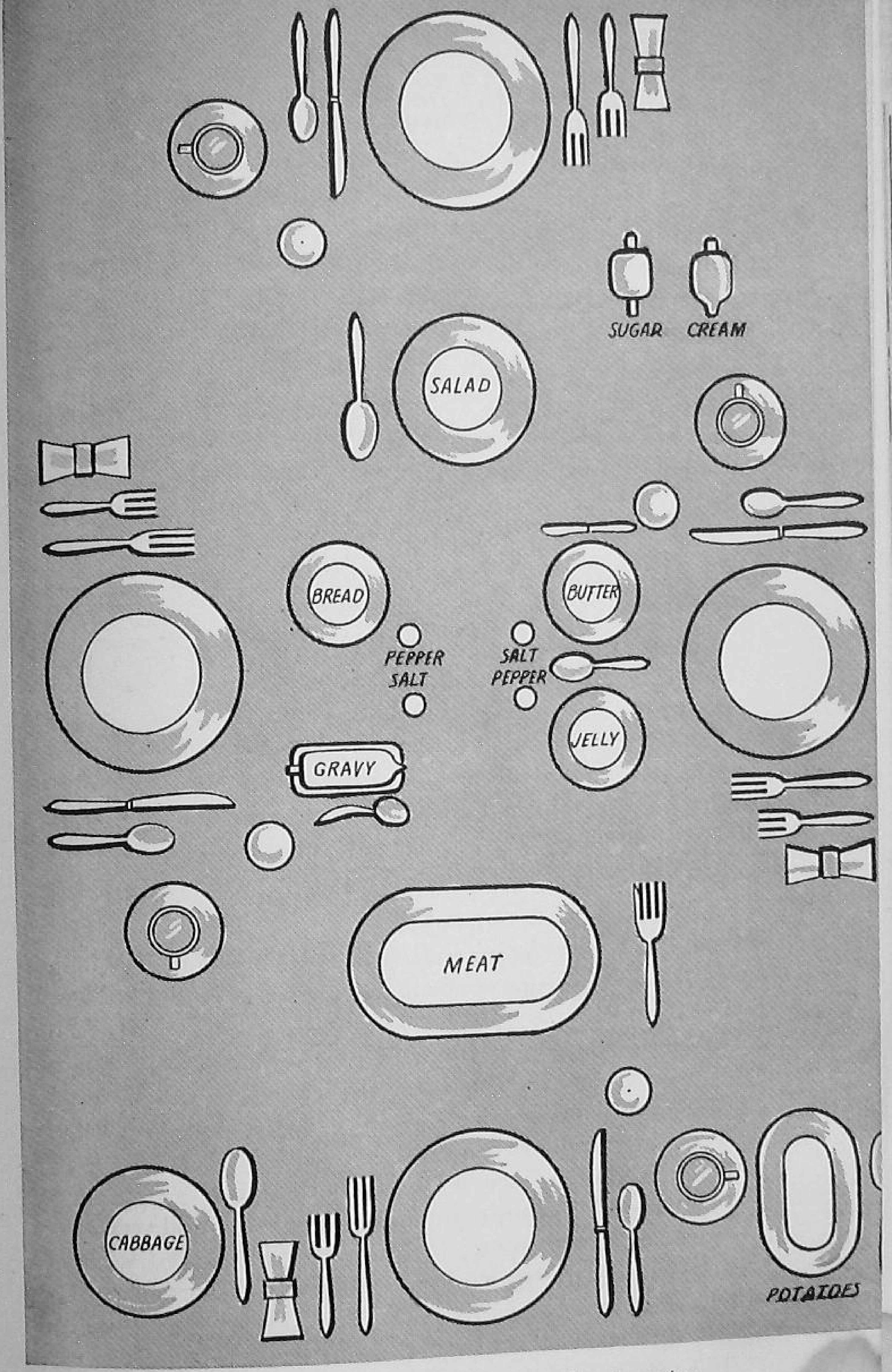
The details of the strictly family style of service are fairly simple. They consist chiefly of the passing and re-passing of food, the refilling of service dishes with food, and the refilling of the water pitcher and glasses, or the serving of other beverages. The modified family style of service adds the details of serving the appetizer and dessert and of removing used dishes during the meal.

In the more elaborate style of family service mentioned on page 283, still more details are added and the service becomes more difficult. Often some member seated at the right of the host assists in serving the plates. Thus the host carves the meat, places the meat and potatoes on the plate, and passes the filled plate to his assistant, who serves the cabbage and gravy and then passes the plate to the person for whom it is intended.

If there is a guest for dinner and she is seated at the right of the host, the hostess or a family member at the left of the host often assists in the serving. The plates are then passed to the assistant at the left. The guest's plate is served first.

Plans should provide for second servings. They should also care for the removal of the food, dishes, and silver of the first part of the meal, and for the serving of the dessert and beverage. Details concerning these steps will be slightly different in the various styles of serving the meal.

The placing and removal of dishes and foods is from



• A dinner table set for modified family style of service.

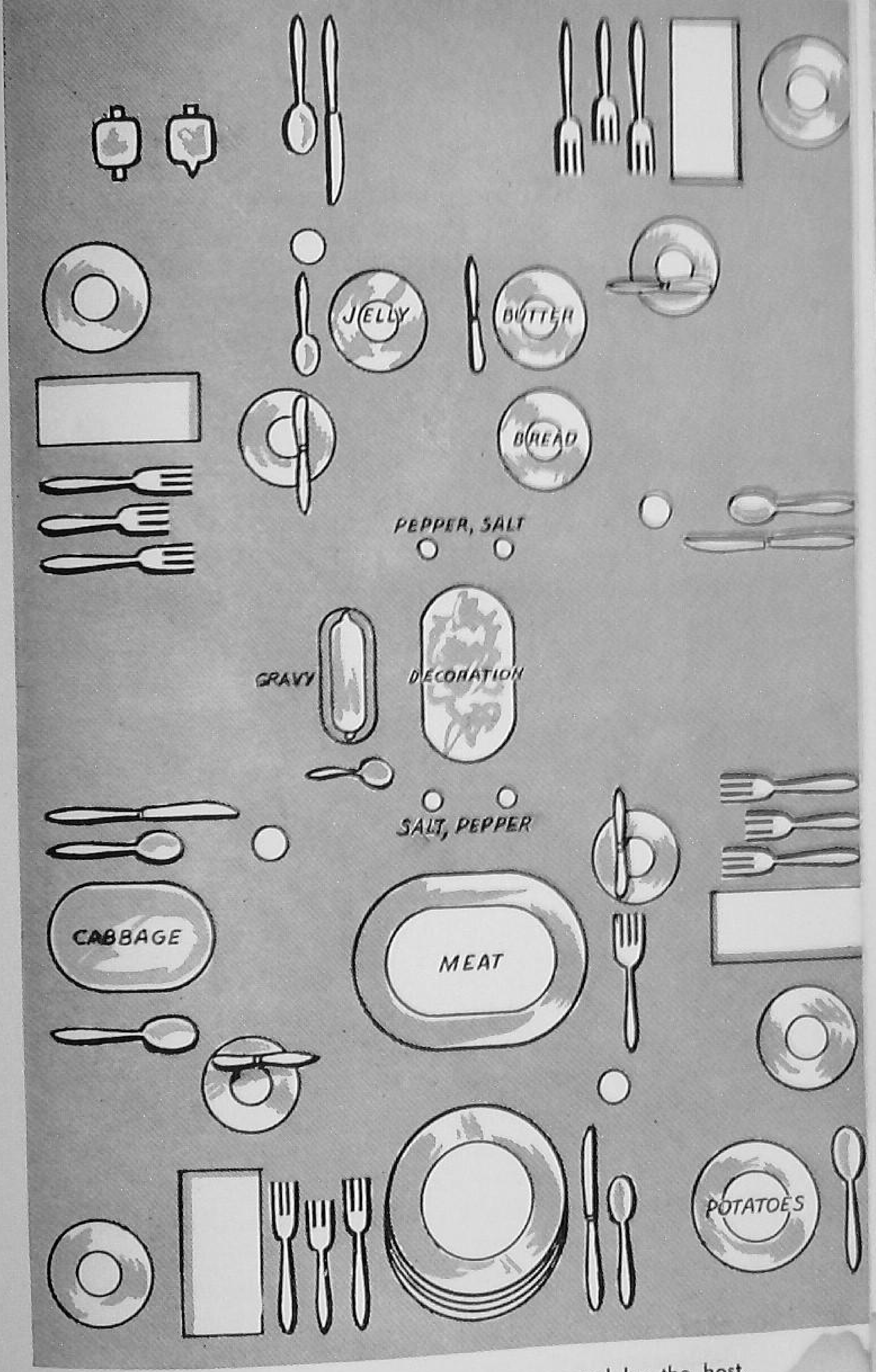
the left side with the left hand, except for those dishes and foods which belong on the right side; these are placed and removed from the right side with the right hand. Service dishes and their silver are removed, beginning with those used by the host. If a serving table is used, the individual dishes may be passed to the hostess to be placed on it, being exchanged for the dessert which is on the serving table. This will save many steps in serving.

Things to do

1. Plan in detail the service of the selected menu.
2. Plan the distribution of the responsibilities of the service for the members of your "family."
3. Plan the distribution of the responsibilities of the service of this menu, using your home family.
4. Decide other placing of salad, salts and peppers, bread, gravy, butter and jelly on the tables on pages 285, 287, and 289.
5. Decide where milk if served would be placed on the tables on pages 285, 287, and 289.

Things to do at home

1. Be responsible for "doing the dishes" at home for certain times.
2. Prepare the various recipes made at school.
3. Prepare variations of the recipes made at school and also similar recipes, such as cream of potato soup, creamed onions, scalloped corn, and soft custard.
4. Be responsible for setting the table for certain meals.
5. Help with planning, preparing, and serving the family's meals.
6. Be responsible for serving the family's meals, both for the family alone and with company.
7. Plan, prepare, and serve meals for your family.
8. Do some of the buying of fresh and frozen fruits and vegetables, canned foods and meats.
9. Keep a record of your family's expenditures for food for a given time.
10. Plan and conduct for your family, drills and games in good table manners.



• A more elaborate service. The plates are served by the host.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

If You Please! by Betty Allen and Mitchell Pirie Briggs. J. B. Lippincott Company, Chicago, 1942.

Junior Foods by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

Our Food by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Practical Problems in Home Life for Boys and Girls by Nora Talbot and Others. American Book Company, New York, 1936.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

9

Fun for the family

IT IS HARD to define family fun, since it differs with families and family members. In one home, the father returning from work is seized about his knees by his three-year-old daughter who pleads, "Daddy, daddy, let's have fun!" Fun in this case is playing "big growly bear" on the floor, with the fun reaching its height when mother rounds up the players and announces that it is time to wash for dinner. In another home, the family gathers about the fireplace to read aloud or play authors or Chinese checkers. As the young daughter completes her book of authors or jumps her last marble into place, she shouts, "And do we have fun!" In still another home, such as that of your grandparents, perhaps family fun means listening to grand opera over the radio or playing a quiet game of chess.

In each case, there is shared enjoyment, highly satisfying to the family members concerned. Provision for shared enjoyment, day by day, builds strong family ties and adds to the richness of family life. Festivities for special occasions are important but cannot replace daily fun.

Family fun gives color and warmth to the memories people carry from their home life. If we listen to our elders talk of the fine times they had in "the good old days," we will find they recall most frequently perhaps pleasures shared with the family group.

If the family is really to have fun, each member must have some share in the hours of recreation. This sharing builds happiness now and pleasant memories later.

1 *How shall the family provide for its fun?*

We all know that the joyous mirth, the jokes, and the gay laughter that we associate with fun cannot be provided like a bag of flour or sugar. We cannot place an order for a certain amount of family fun two hours beforehand and be sure that it will be delivered. Provision for family fun requires careful thought and planning.

First we must understand the tastes and interests of the family members. If reading aloud contributes to the pleasure of the group, it may be a means of providing family fun. If reading aloud seriously annoys one or more members, this means of entertainment should be counted out. If several members of the family are musical and enjoy playing together, the family orchestra or chorus may be a means of family fun. If the musical sense is lacking in the group, discords of several kinds may attend such efforts. If one's idea of hiking is a walk out to the front sidewalk, active outdoor sports will have little appeal or interest.

Even when we know the tastes and interests of our own family, the matter of moods may make a game of chance of the planning for family fun. An unhappy day may leave one in no mood for a lively adventure story or for losses in chess or some other game. Of course we all want to master our moods, but we need help in doing this. At any rate, we can see that sensing the family's mood is important in making successful provision for family fun.

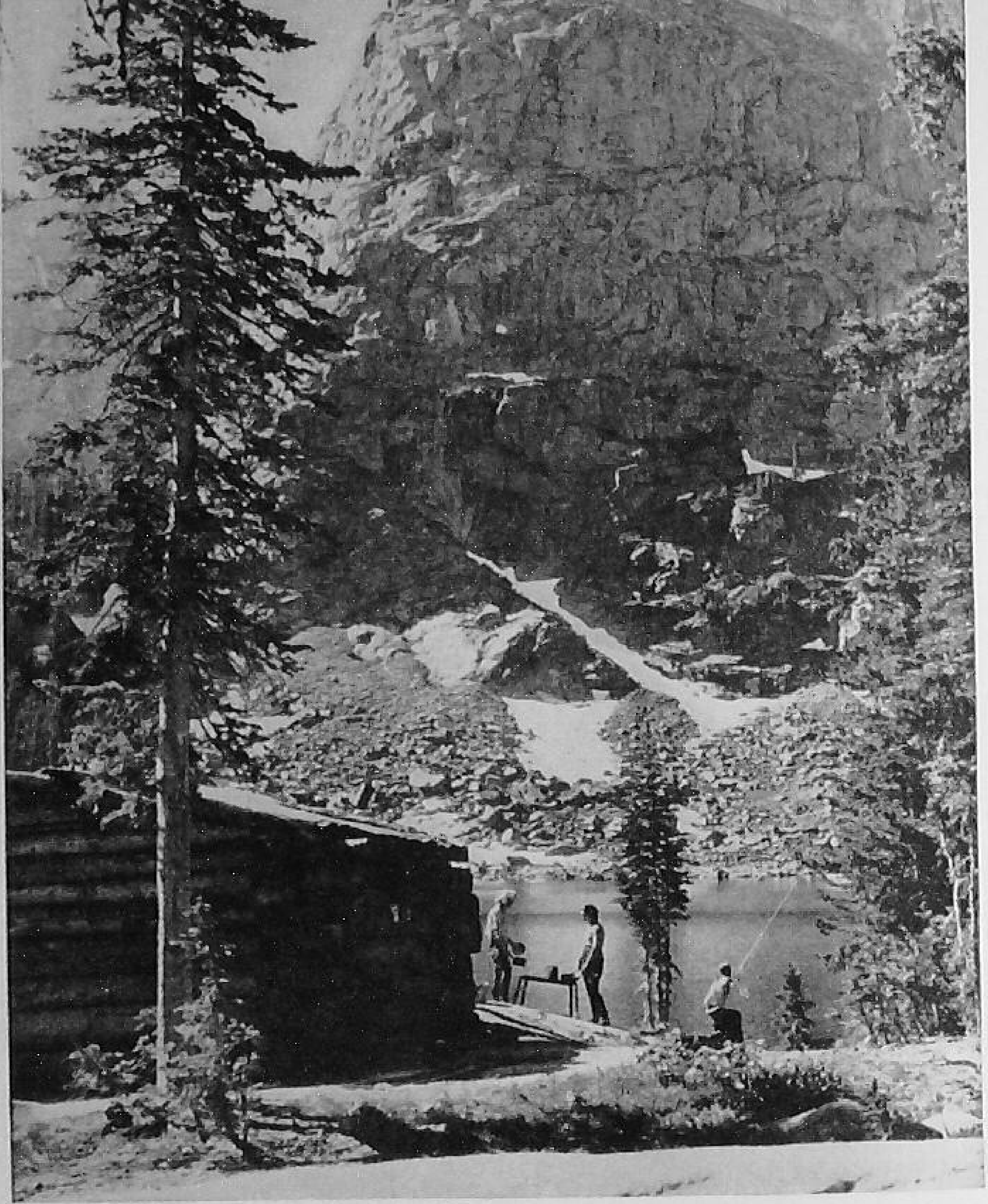
Plans for fun should be such that all members of the family, from the youngest to the oldest, can share in some part of it. This may mean that a variety of games should be included in the playtime. Before Sammy and Jo go up to bed, a game of "pick-up-sticks" and a chapter in *Huckleberry Finn* may be shared with the other family members. After they are gone, father, mother, and the older school daughter and son may enjoy contract bridge or rummy, or may listen to a favorite radio program. The evening's enjoyment, thus, has been shared by everyone.

COURTESY ELIZABETH HOPKINS

• Games and hobbies have a place in this family's evening get-togethers. Through a sharing of interests the family members appreciate and enjoy the company of each other.

The development of family members may come through sharing in family fun. Does this seem strange? If you stop and think for a moment you may realize how much of your sense of fair play has come through home games. Cheating at checkers just is not done. Playing out of turn soon puts you out of the game. Peeking at cards or dominoes quickly brands you as a spoil-sport. Thus your sense of fair play and respect for the rules of the game have grown as you have played. In the same way your knowledge of books and music may be increased through hours of family fun spent reading aloud or listening to music.

Family fun may help us to share in the fun of other families and in the fun of the community. If we learn how to sense the moods of our own family members we will be better able to understand the moods of people outside our family and will be more willing to fit into the plans others



COURTESY DENVER CONVENTION AND TOURIST BUREAU

• Family vacations spent together contribute to family fun and leave many happy memories of the good times shared.

may make for fun. Also, having played games at home, we know the rules, and are not shy about playing games with others. If we have had our share of winning and losing at home, we do not feel too victorious or disappointed over our share of winning and losing away from home. In other words, we learn not to take the game too seriously.

A wide variety of activities should be included in the provisions for family fun. Already we have mentioned several games, and there are many others. Ping-pong is

another of those suitable for indoor enjoyment. Out-of door games include archery, croquet, tennis or badminton, and horseshoes.

Many families find the fun of growing things extends long after the summer is over. Seed catalogues, plans for borders and flower gardens, and books on gardening keep this kind of family fun going from season to season throughout the year.

Interest in making things has prompted many families to have workshops in their homes. The hobby of refinishing furniture or weaving rugs may be shared by the whole family. If one can plant, weave, play games, read, and create or listen to music, happily sharing the experience with other family members, there is little danger of these persons finding their family life monotonous or boring.

Provisions for family fun should be in keeping with the family funds. Fortunately, there is no direct relationship between the amount of money spent and the amount of fun enjoyed. We may have a merry time and spend very little. Common expenditures for fun include those made for a radio, books, magazines, games, game table, tools and supplies for gardening, and tools and supplies for wood and metal work. We may pay as little as $9.95 for the radio. We may spend as little as ninety-eight cents for a game table and ten cents for a game of dominoes. Other games, such as anagrams or bingo, may cost one dollar. A homemade ping-pong table may be built for a few dollars, or a ready-built one may be bought at a higher price. Usually it is lack of thought rather than lack of money that prevents adequate provision for family fun.

By playing together regularly, family members come to know each other better, to have great satisfaction in their family, and to build pleasant memories. All these things are well worth making provision for family fun.

A definite time should be set aside for family fun. In

COURTESY H. ARMSTRONG ROBERTS

• A ping-pong table, besides providing amusement and family fun, may be a means of learning a deeper sense of fair play in all our contacts.

some families the hour directly after dinner is the most satisfactory. In other families certain evenings of the month are held for family fun, and no engagements are accepted by family members for those times. Being together as a family is held to be quite as important as a meeting of father's service club or mother's card club.

Things to do

1 Select a family that you know. Show how the tastes and interests of the members influence the family fun.

2 Select a family consisting of adults and children. Plan in a general way this family's fun for one month.
3 Make an estimate of the amount spent during the month for this family's fun.
4 Plan a score card for judging the family's provision for fun.

2 *How can conversation contribute to family fun?*

The ability to carry on good conversation is regarded as a mark of an educated person. Unfortunately, this ability is far too rare at the present time. The many short cuts used to convey ideas prevent us from speaking "clearly, pointedly, and exactly" as our grandfathers tried to do. The use of "whatch-you-ma-call-it" and "thing-a-ma-jig" as the main part of a sentence does not make a brilliant conversation that gives pleasure to the listener and growth to the speaker. One might as well try to express noble ideas in baby talk. If we are to converse well, where shall we get our practice and who shall help us?

The family has an important responsibility in developing in its members the ability to carry on good conversation. Its opportunity for doing this is greater than most of us realize. The members are together frequently. The group is small and an informal situation exists. Members are so interested in each other that they bring to the group the news with which they are all concerned. There are many subjects that may be the basis of most interesting conversation. Current topics of the day: books; magazine and newspaper articles; music, plays, and movies; and local events all furnish such fine possibilities that some families feel justified in levying a fine on members whose talk drifts to the "he said this" and "I said that" level.

It requires time to develop the ability to carry on good conversation—it cannot be done overnight. For this reason, children at an early age should be encouraged and given opportunity to have a part in the talk. When a timid one fails to enter in, he should be brought in by questions directed to him. Children very soon show the effect of such

training and often because of it they can express themselves better than many grownups.

Good manners should always be observed in conversation; bad manners should never be allowed. One person should not take up the whole conversation, but all members should have a part. Each should wait his turn and not begin until the speaker is through. Perhaps one of the satisfactions of listening is knowing that sooner or later the speaker will stop and your turn will come. Voices should be kept pleasing and all loud talking be avoided. Sneering and cutting remarks are always out of place. Those engaging in the conversation should not lose their tempers and become angry. When differences of opinion arise, they should be discussed in a friendly way. If conversation cannot be carried on thus, the subject should be changed entirely.

Further "don'ts" for good conversation include the following:

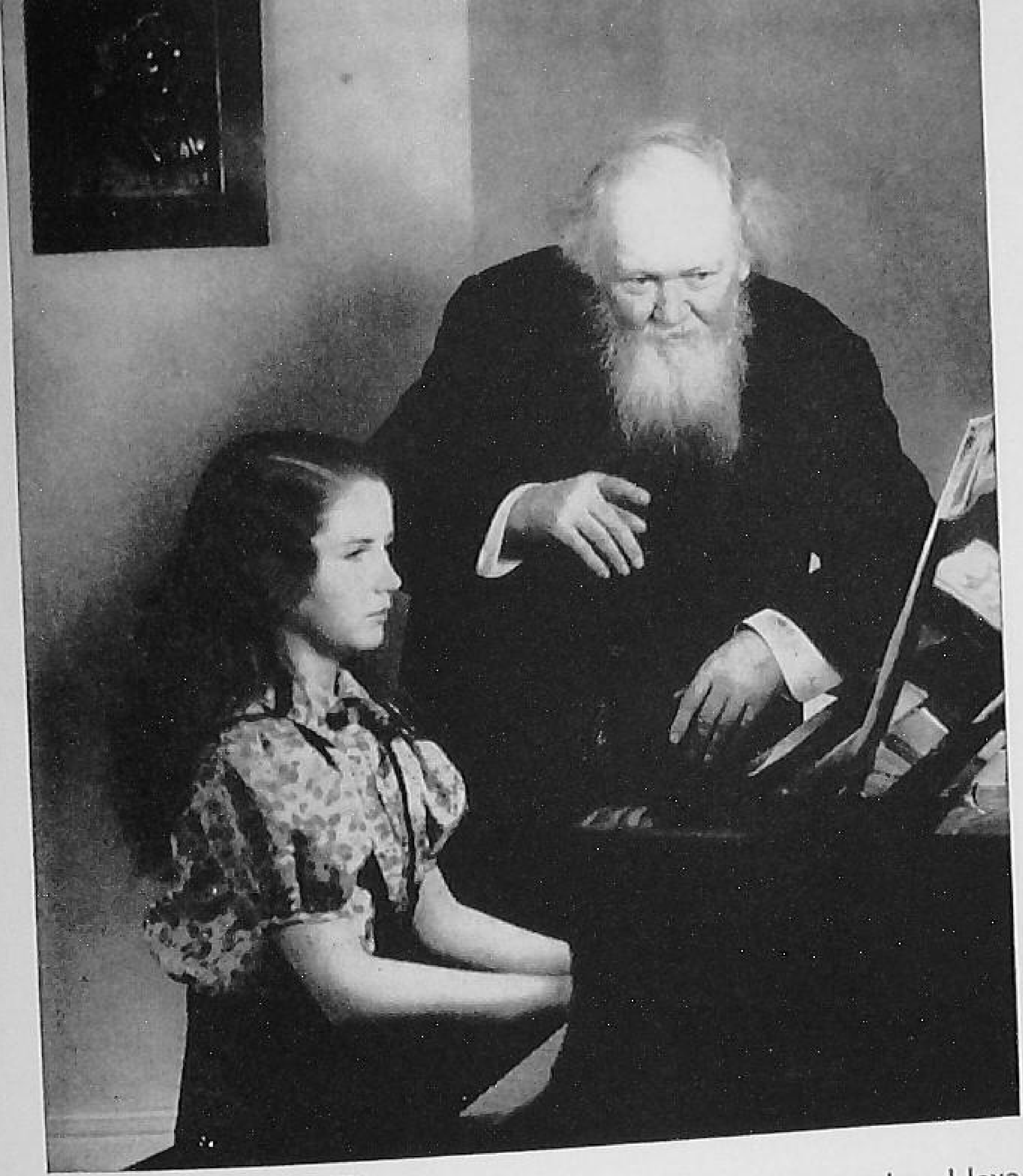
1. Don't ask personal questions.
2. Don't tell off-color stories.
3. Don't boast of yourself or your family.
4. Don't gossip.
5. Don't seem curious about the affairs of others.
6. Don't argue or contradict flatly.

Opportunity for conversation should be provided often in the family, even if the periods are for only a short time. Sometimes it is well to appoint someone to be responsible for directing the conversation. This gives family members good experience, and the opportunity should be passed around.

Things to do

1 Divide into "family" groups and practice carrying on a conversation.

2 Evaluate the conversation and make suggestions for improvement.



COURTESY H. ARMSTRONG ROBERTS

• Music speaks a language which all can come to understand and love, and can add much to the joy of family living.

3 Try to improve your conversation for a given length of time. Report the results to the class.

3 *How can music and reading be a means of family fun?*

Music is a valuable means of family fun. It serves as both recreation and education. Enjoyment can come from taking part or from listening and being entertained.

Music is furnished by various family members by the playing of some musical instrument, such as the piano, the violin or clarinet, or by singing. One person may furnish

all the music, or several may contribute. In some families all the members play instruments or sing, and a "family orchestra" or chorus is carried on.

The radio furnishes opportunity for the family to enjoy music together. The musical programs and the comments of the critic may be listened to and then followed by family discussion. The phonograph, too, offers a good means of learning to appreciate music. The records are selected by the family members and can be played again and again.

Although reading is often considered a personal activity, it, too, can be made a family activity and a means of family fun. Like music, reading may be a means of both education and recreation. The reading together of books, plays, and magazine articles is most enjoyable. Each member can take his turn at reading aloud. If a play is read, a good plan is for the various family members to be responsible for reading the parts of different characters. The play then becomes more real to the readers. After not having been done so much as it used to be, reading aloud is again becoming a popular pastime. Certain evenings in the week or month can be set aside for a period of reading together. These need not be long. Some families prefer frequent short periods rather than the longer occasional ones.

A certain family organized itself into a reading club which met twice each month and was conducted as a real reading club. This proved a source of much pleasure to the family members and also contributed to their education. It was started when the children were young and continued until they were grown. As a result of this family reading club, all the members now have a wide knowledge and appreciation of literature. Discussion by the family of what was read together was a source of much pleasure.

Some families prefer individual reading to reading together. In this case each member reads the same book, play, magazine, or article. When all have finished it, a discussion is held and plans for the next reading are made.

Families should make greater use of music and reading

for family fun. Music and literature speak a language which all can come to understand and love, and they can add much to the joy of daily living.

Things to do

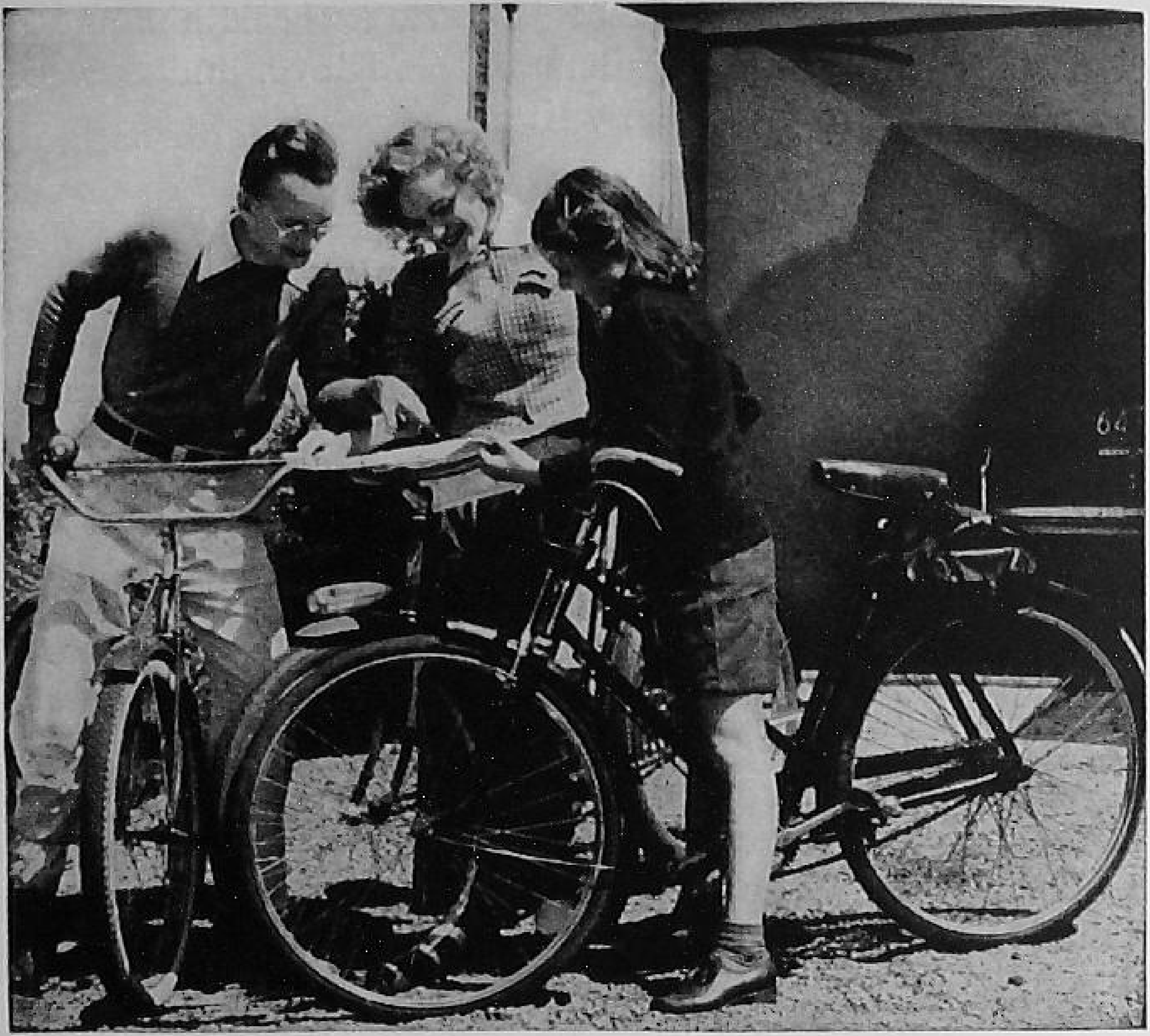
1. Make a list of radio musical programs that you would recommend for family fun. Give reasons for your choice.
2. Make a list of phonograph records that would be a means of helping a family learn to appreciate music.
3. Imagine that the class is a family. Plan and hold a music-appreciation half-hour.
4. Name books you would recommend for a family reading club.
5. Form into a family reading club and hold a session of the club.

4 *How shall we plan a picnic for the family?*

Some families enjoy picnics so much that they have them often throughout the summer months and on into the fall. The long days make it possible to go in the afternoon and stay until late in the evening.

To start the picnic as a family affair, the plans should be made by the group. The responsibilities that each member will have should be agreed upon, and everyone, even the youngest, should have some task assigned to him. The time and place for the picnic should be decided upon in relation to the desires of the whole family rather than to those of any one member. Guests should be invited only upon decision of the group as a whole.

The activities that will be carried on for fun should be planned either by the group or by certain members. Any equipment that will be needed for fun and comfort should be assembled and taken along. Cushions and blankets needed for rest should be included in the list. Games that are suitable for the family picnic include soft ball, for which a soft ball and a bat are needed; the ever popular game of "catch"; horseshoes, for which 4 or 6 horseshoes and two stakes are needed; and speedball or basketball, for



COURTESY AMERICAN MUTUAL LIABILITY INSURANCE COMPANY

• Off for a ride or a picnic—over the hills but not too far. Fun for the whole family!

which the proper ball is needed. Tag and hide-and-go-seek can be played by a small group. Such games as drop-the-handkerchief and London's bridge are also enjoyable, although the number of people required to play them is more than we find in families today. These games are good for those times when two or more families go together for a picnic.

The means of going to the picnic spot, whether by walking, by bicycle, by car, by streetcar, or by bus, should be decided upon by the group. Some members may wish to go one way and some another. In any case, plans should be so made that people, equipment, and food arrive on time at the place agreed upon.

The clothing to be worn may have to be discussed, unless regular picnic outfits are owned by the family members. The clothing should be comfortable and of the sports type. One should never wear her best clothes on a picnic.

Matches, always, and usually kindling, are needed for a picnic. One person should be given the responsibility of providing these.

The food is an important part of the picnic, so the menu should be carefully planned. Appetites are usually greater in the open, so plenty of food should be provided. Foods that are easily packed, carried, and eaten should be chosen. Most of the food is prepared and made ready to serve before the lunch is packed. The meal should be sufficient in quantity and well balanced. The essential foods should be included. The food should be well prepared and made as attractive as possible. Drinking water should be taken from the home unless one is sure that safe water can be obtained at the picnic site.

Here are two picnic menus:

Meat Sandwiches	Fried Chicken
Peanut Butter and Cucumber Sandwiches	Potato Chips
Potato Salad	Combination Vegetable Salad
Carrot and Celery Strips	Bread-and-Butter Sandwiches
Apples and Bananas	Pickles Olives
Fruit drink	Fruit Cookies
	Coffee or Milk

Families who often have picnics should have special equipment in the way of baskets, vacuum jugs, dishes, and silverware for this purpose. It will make the picnic meal much easier to prepare, pack, and serve. Many use paper dishes and napkins, thus lessening the dishwashing. Some families use special coffeepots, broilers for steaks and wieners, or pancake griddles, so that the cooking of favorite picnic foods may be done without damage to regular household equipment.

The picnic is not over when the food is eaten. There are yet many "kitchen-police" jobs to do in order to clear

the food away and pack up. In this work, each family member should share.

Things to do

1 Divide into family groups and each group plan a picnic for the "family."
2 Plan a picnic for your own family.

5 How shall we plan a party for the family?

A party for the family! What could be more fun? We think of a party as an entertainment to which we ask guests. Here is one for just the family. Some families have found parties such fun that they have them often.

As was the case in preparing for the family picnic, the group should make the general plans. The responsibilities are then divided among the different members of the family. The time for the party should be suitable for all. After these things have been agreed upon, each should feel it imperative to reserve that time for the family fun. The party should be such that all members can enjoy it. The amount of money to be spent should be agreed upon and the party expense kept within that allowance.

The entertainment for the party should be carefully planned. If games are to be played, the needed equipment should be assembled. If contests are to be used, they should be prepared and any needed equipment provided. If group singing is to be included, the words and music should be either known or copies made ready.

Suggestions are given on pages 380–386 for the entertainment at a party for guests. Many of these suggestions are also suitable for a family party. Contests are especially enjoyed, and many families use them frequently, even without a party. Other contests than those described in this book may be planned. Contests may deal with any and all types of subjects: history, geography, current events, art, music, and science. Some families use current-events contests to

COURTESY H. ARMSTRONG ROBERTS

• Each member of the family is included in the plans for the family party. Here Jane and Tommy build a model town for their share in the entertainment.

check their information on the events of the day, or they use a music contest to test their knowledge of music. After completing the reading of a book or play, a contest on it is great fun.

A guessing contest is popular. There are all kinds—one guesses the number of beans in a jar, where some object is hidden, or what is wrong with a certain picture. Matching contests are interesting. They consist of two lists of words, the like ones being put together. Sometimes objects are matched with words that describe them. The contest is made more difficult by adding to the list extra words that do not match. An example of a matching contest is given here. (*Do not write in the book.*)

Write in each blank the word from the right-hand column that belongs with the word at the left of the blank.

		Water
Needle	________	Point
Bread	________	Cake
Crackers	________	

Ice cream	________	Eye
Hook	________	Ear
Soap	________	Cheese
Tree	________	Butter
Box	________	Bark

A completion contest is one in which words are omitted and a blank placed there instead. The problem is to supply the missing word. These may be a series of unrelated statements, or a little story can be made in which the correct words are to be inserted in the blanks. The words to be supplied may be all of one type or they may be varied.

The refreshments should be planned and then prepared before the time of the party. Refreshments for a family party are kept very simple. Sometimes only one food is served, such as popcorn, apples, fruit juice, or candy. If more is desired, some pleasing combinations are cider and cookies; cocoa and graham crackers; fruit salad and whipped cream; and caramelized milk and cup cakes. Whatever the refreshments are, they should be attractive and correctly served, as at any other party.

Things to do

1 Divide into family groups and each group plan a party for the "family."
2 Plan a party for your own family.
3 Plan and prepare a contest that would be suitable for a family party.
4 Select three games you believe suitable for use at a family party. Give the reasons for your choices.

6 *Who is responsible for the family's fun?*

Family fun has been described as including the joyous mirth, the jokes, and the gay laughter of the family, as well as the quiet enjoyment of just being together. Fixing the responsibility for so much of all that makes life worth living is not easy.

In ancient times, the responsibility of providing the mirth, the jokes, and the laughter of a large household or a court was assigned to a jester or fool. This person had a cap with bells and a mock scepter, from which his own face grinned back at him in a silly manner. He was allowed great freedom of speech, and he was regarded as successful if he could keep everyone merry and gay. No one but the jester was supposed to act the fool. Then, as now, young people were told, "Now don't act the fool." Today in our homes, we have no jester to provide our fun and we are not willing that any one member of the family play such a part. The task of making family fun, then, belongs to no one person, but to the whole family group. As was the case long ago, all family members must help by their attitudes, so that what is meant to be fun will be fun. A clever joke, stunt, or story may be spoiled by the way it is received.

• Families enjoy Christmas not so much for gifts exchanged as for happiness shared.

We must each be eager to serve as a member of the group—not as the king, nor yet as the jester, but just as a family member. Today we know that family fun is something that must be shared and carried on by every family member if it is to be truly family fun.

Each member of the family must believe so sincerely in the importance of having fun together that he will be willing to take time and make an effort for it. Small brother, who sadly wonders

why no one has time to play a game with him; father, who would like someone to play for his singing; and grandfather, who wants an opponent in chess—all are expressing a desire for a share in our time for family fun. If we really believe in it, we will find no great difficulty in making time for doing these things together. For our family fun we must be willing to carry any responsibility, either large or small, for the sake of the pleasure of the group.

Things to do

1. Select a "family." Decide what responsibilities for family fun each member could assume.
2. Make a plan for the assignment of these responsibilities for a given length of time. Be sure that one person does not do the same thing all the time.
3. Decide what responsibilities for family fun you could assume in your own family.

Things to do at home

1. Participate in conversation at home and other places outside of school.
2. Score your family's provision for fun.
3. Conduct a family reading club at home.
4. Conduct a music-appreciation contest at home.
5. Interest the family in a family night and help put it over.
6. Participate in a family picnic.
7. Participate in a family party at home.
8. Plan and make some games for your family to play.
9. Plan an outdoor party for your family, such as a picnic in the park or a steak fry.

Books to read

Family Fun, compiled by *The Parents' Magazine*, with the cooperation of the National Recreation Association. Parents' Magazine, New York, 1931.

Living with the Family by Hazel Price. Little, Brown and Company, Boston, 1942.

10

Helping to care for the house

CARING FOR THE house is an important part of homemaking. It requires so much of the homemaker's time that homemaking is sometimes called "keeping house."

Caring for the house is not just a single job in itself. It consists of many jobs, all done for the purpose of keeping the house clean and in order. Most of these must be done over and over again, often several times each day. The old rhyme whose lines say, "Woman's work is never done" might easily be referring to the care of the house. The many jobs necessary for a well-cared-for home usually should be shared by the various family members. Because the house is "our house," the work of keeping it in order becomes *our* concern. Additional evidence of the importance placed upon the care of the house is given by the frequent comments showing that homemakers and families are often judged by the way they "keep their house."

Caring for the house is important not only because of the time and effort it requires but also for what good care contributes to the success of the family life.

A well-cared-for house adds much to the pleasure and enjoyment of the whole family. It helps us take pride and satisfaction in our home. It helps make the house a desirable place to live. Helping in the care of the house is a responsibility in the lives of most schoolgirls. If this is to be our work, we should know how to do it in a satisfactory manner.

1 *What shall be our standard for the care of the house?*

In many homes there hangs on the wall this old fireside motto:

> The Beauty of the house is Order;
> The Blessing of the house is Contentment;
> The Glory of the house is Hospitality;
> The Crown of the house is Godliness.

We all want this beauty of order in our home. We know that having it depends much upon the way the house is kept. How well or how poorly our house will be kept is influenced much by our standard for its care. If our standard requires a clean, orderly, and well-kept house, we are likely to have that kind of house. If our standard does not require cleanliness and order, our house will very likely be dirty, without order, and poorly kept. We seldom go much higher than the standard we hold, and often not so high.

Sometimes not all the members within the family have a high standard for the care of the house. Keeping the house in good condition is difficult if all are not working toward the same end. It is most important that the family members have the same standard if the house is to be well cared for.

The family's standard for the care of the house is influenced by a number of things. A family with several growing children will have a different standard from one that has only grownups. Whether the children are babies or schoolboys and schoolgirls makes a difference. A toddler will have to leave his playthings on the floor. He will have to clutch chairs and pieces of furniture to keep from falling, so his fingerprints are everywhere. He is interested in the baby in the mirror and will pat it with his sticky hands. Later his playing with paper dolls cut from newspapers and magazines keeps the house in a constant litter. By the time a child reaches the fifth or sixth grade in school, he no longer makes this kind of disorder. However, there are few

COURTESY THE CHRISTIAN SCIENCE MONITOR

• Orderliness adds to the beauty and restfulness of this room. Can you name the details which seem to do most in making this an attractive room arrangement?

school children who do not dump books here, toss coat and cap there, and leave jackstones and bits of jigsaw puzzle everywhere. Even when boys and girls are through with such games as these, sometimes they forget to put their books and clothes away. Sometimes they strew handkerchiefs, combs, and compacts about, creating a disorder which perhaps they already are beginning to dislike. Thus, the age of the family members and their habits affect the standard of order and cleanliness for their home.

If one or more of the family members is not in good health, the standard may of necessity be lowered. The house may be located far from the water supply and in such a place that dirt is easily carried in. It may be located where dust storms are frequent or where coal smoke is thick and heavy the year around. All of these conditions tend to

Keeping the house in good condition becomes a habit as a result of having a good standard, making a plan of work, and then following it.

make the standard of caring for the house difficult to maintain.

The house should be as clean, orderly, and attractive as it is possible for it to be without making too much work for the mother or any other family member. However, there is no limit to the standard that can be kept if everyone in the family does his part.

The house should receive such care as will make it a livable home. A house may be kept so well that there is no place to live, or it may be kept so poorly that the same situation holds true. The house is where we make our home. It should be kept so that we want to live there and can live there happily and with satisfaction. Our standard should be such that good family life is possible.

A good standard for care of the house requires that the right kind of care be given regularly. Many homemakers have found that making a plan for the work to be done and following it is a great help. Though changes in the plan may be necessary from time to time, planning makes the care of the house much easier.

Things to do

1 Consider your own family. Do all the members have the same standard for the care of the house? List the ways in which their standards differ.

2 Write a paragraph describing the standard that your family should have and could have for the care of the house.

3 Give an example of a standard that is too high for a family; of one that is too low.

2 *What is our responsibility in caring for the house?*

"Who shall care for the house?" is a question that must be decided in every family. In some homes one person

takes the job and the rest of the family forget all about it. Easy as it may seem, this is not desirable. Caring for the house is a heavy and difficult task for one person to manage alone, even though the family is small. Every family member should share in so large a responsibility.

COURTESY BETTER HOMES AND GARDENS

• This little girl is learning early to share in the care of the house. Orderly shelves have a charm for her, even though she is only beginning her schooldays.

Although the responsibilities in caring for the house vary somewhat, they are much the same in all households. The rooms must be cleaned and kept in order. The furniture and equipment must be cared for. Clothing and household linens must be laundered. Pantries, closets, and dresser drawers must be given regular attention. Dishes, glassware, and silverware must be washed and polished when necessary. Equipment and furnishings must be kept in repair. Last season's things must be put away and this season's brought out for use.

In most families, the major responsibility for the care of the house belongs to the mother. This does not mean that she does all the work herself, but that she is in charge of the whole job. She either does the planning or directs the planning. She sees that the tasks are divided fairly. She gives the proper help to those members who need it. If caring for the house is regarded as a family responsibility, every member has a definite part to do.

Sometimes part of the care of the house, such as the

weekly cleaning and laundry, is done by paid helpers. Even when this is the case, family members still must share in the work if the house is to be well kept. Their share will be chiefly keeping the house in order after the thorough cleaning is done. Hanging up one's clothing, putting games and books away, straightening up the newspapers and magazines, and dusting—all these are necessary tasks each day.

Schoolgirls seldom have the full responsibility of caring for the house. Their part is usually that of helpers. The jobs that they are most often called upon to do rarely include more than some part of the thorough cleaning of the house. Tasks commonly given to them include the care of their own room, sweeping and dusting, taking care of cupboards and closets, caring for the bathroom, cleaning and polishing the silverware and other metals, keeping tables and desks in order, and washing dishes and utensils. Here is a song for cleaning day that should keep a girl's heart content that she has just such jobs to do.

Brown soap can brew a scrubbing froth
Fragrant as orange-peel or tar;
It makes a closet or a cloth
As fresh as dogwood blossoms are;
And wax, that amber soft and slow,
Embalms old carving in a glow.

Polish can turn a bowl of brass
Into a bell that beats a gleam,
Can make a silver dish a glass
Of lights like birches in a dream;
While bright as peaches copper blooms
Out of the corners of the rooms.

There could not be a blither work
Than skill with pumice, brush, and soap,
To bring a bright thing from a dark,
To fill the house with lamps of hope.
And so before the morning goes
Put stars among the goblet-rows.[1]

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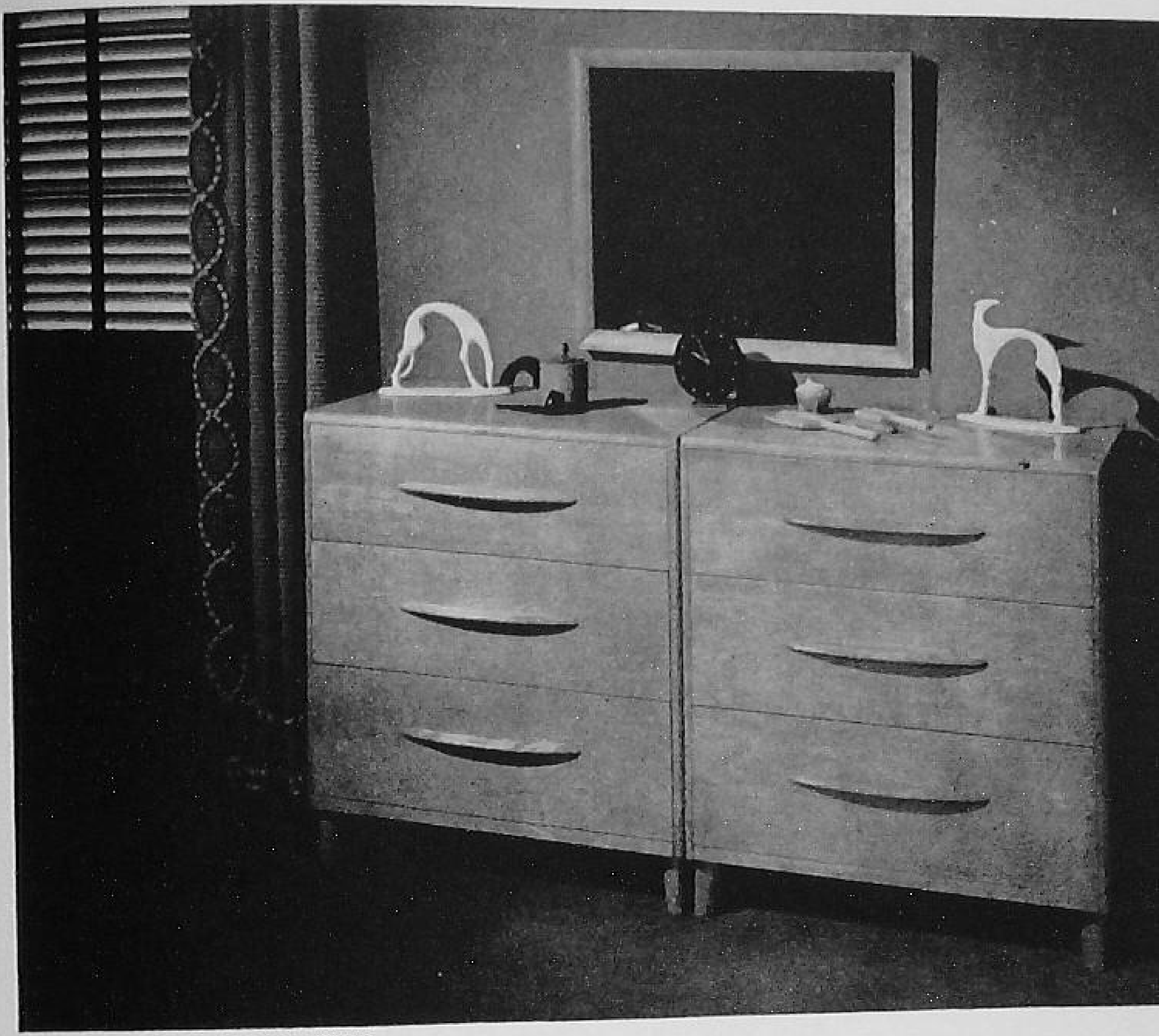
[1] Elizabeth Bohm, *The Christian Science Monitor*, July 6, 1943.



COURTESY HEDRICH-BLESSING STUDIO

• Furniture simple in line, with only a few decorative objects used on it, is appreciated by the housekeeper.

Whatever our task happens to be, we should assume it cheerfully and willingly. We should do the work regularly, as well as we can, and without being reminded. Many families follow the plan of changing the assignment of tasks frequently. This gives each person a turn at both the pleasant and the disagreeable tasks. It also gives opportunity for everyone in the family to learn the many skills of housekeeping and homemaking.

We should each do our best to keep the house in order. If we have been using the table in the living room we should leave everything on it in order when we are through, even

> The house is the home of the family and we should all be willing to do a little more than our assigned tasks so that we may have a well-kept house.

though our special task for the week is the care of the pantry. If we go to the pantry for a sandwich we should return the peanut butter to the refrigerator, put away the bread, clear away the crumbs, and wash the utensils used, even though our special task for the week is the care of the living room. We should not "dirty things up" for someone else to clean after us. If we see some little thing in disorder, such as a picture crooked on the wall or magazines tumbled about, we should put this in order no matter what our particular responsibility happens to be.

Things to do

1 Name the responsibilities that you should and could assume in the care of your house.
2 Check those that you are already assuming.
3 Make a plan of your time for one week which includes all these responsibilities.

3 *How shall we sweep and dust?*

Sweeping and dusting must be done regularly and often in caring for the house. These are common responsibilities of schoolgirls. The general methods used are much the same, regardless of the rooms and furnishings to be swept and dusted.

On pages 126–127 the steps for sweeping a wood floor were given. Let us review these. They are as follows:

1. Use a good, firm broom that is not too stiff and scratchy.

2. Sweep with the length of the flooring as much as possible.

3. Lap the broom strokes over each other and sweep the dirt and waste to one place, going back to get any left wastes.

4. Give special sweeping to corners.

5. Take up all dirt on a dustpan.

6. Do not sweep dirt from one room to another.

• When you sweep a carpet, brush with the nap, bringing the broom toward you.

To sweep with a vacuum cleaner or sweeper:

1. Run the cleaner or sweeper slowly lengthwise and then crosswise of the rug.

2. Repeat this again and again until the dirt is removed from the rug.

3. Empty the bag of the vacuum cleaner, or the bin of the sweeper, after the thorough weekly cleaning.

The steps in sweeping carpets with a broom are as follows:

1. Sweep evenly, going with the nap of the carpet and bringing the broom toward you.

2. Overlap the broom strokes.

3. Sweep the ends and edges well.

4. Keep the broom on the carpet while sweeping.

5. Sweep the dirt to one place, going back to get any left wastes.

6. Take up all dirt and waste on a dustpan.

7. Do not sweep dirt from one room to another.

• When you dust, use a soft cloth that does not scratch or shed lint.

8. Use bits of moistened paper to reduce dust and brighten the carpet.

Often when thorough sweeping is done, the furniture and ornaments are covered or removed from the room. If the arrangement of accessories is simple, dusting is made easy.

The steps in dusting are as follows:

1. Use soft cloths or brushes that do not shed lint.

2. Use only a small amount of oil on the dustcloths or brushes. Many of the dustbrushes are treated and do not require additional oil.

3. Wipe the dust off surfaces with care, taking up the dust into the cloth.

4. Dust the high things first and then the low ones.

5. Use a dust mop for floors that are uncarpeted, wiping well the corners and the surfaces under the large pieces of furniture.

6. Use a sweeper on carpets after the dusting if found desirable.

Things to do

1 Sweep a wood floor and a carpet, following the method given in this problem.

2 Dust a room or several pieces of furniture, following the method given in this problem.

3 Report your experiences and results to the class.

4 *How shall we care for magazines, books, and ornaments?*

Magazines, books, and such ornaments as vases and candlesticks are among the things that make a house attractive and give it the appearance of home. Because of their very nature, they require care. They must be dusted often, cleaned, and put in the right place. Magazines, books, and ornaments that are dirty and in disorder are anything but pleasing. They give a poor impression of the family and destroy the feeling of rest the home can give.

Books should be wiped with a soft, clean cloth at least every two weeks. Some vacuum cleaners have a special attachment for cleaning books, which may be used in preference to wiping with a cloth. Several times a year the books should be opened and the dust brushed out. When this is done, the shelves should be thoroughly dusted and wiped or washed if necessary before the books are returned to them.

Magazines are cared for in the same manner as are books. Frequent, if not continual, attention needs to be given the magazines and books which are lying on tables or are in racks, if they are to be kept in order. Every family member should feel responsible for keeping the magazines and books in order.

Ornaments should be dusted and wiped just as frequently as the furniture. If we have a collection of a hundred or more tiny dogs, elephants, or pitchers, this is no small task. Vases, china, and glassware should be washed once in a while if they can be washed safely. Pictures should be dusted weekly. In the thorough cleaning of the house the pictures are taken down and thoroughly wiped, both front and back.

• Pictures, lamps, and other ornaments should be kept dusted and shining to give the house a well-cared-for look.

Textiles used for decoration, cushions, and table covers should be brushed and dusted often. Once in a while they should be dry-cleaned or laundered, depending upon the nature of the material.

Lamp shades should be dusted frequently. Paper or parchment shades are wiped with a dust cloth. Silk or rayon shades, whether pleated or plain, are best cleaned by brushing with a soft brush.

Things to do

1 Care for magazines, books, or ornaments, following the methods given in this problem.
2 Report any difficulties or unusual experiences and how these were met.

5 *How shall we care for the bathroom?*

The bathroom requires thorough cleaning twice each week as well as some care each day. Thorough cleaning consists of wiping down the walls, mopping or scrubbing

• The tub should be cleaned after each using, and it should be thoroughly scrubbed once or twice a week with a good cleanser.

the floor, washing the woodwork, and cleaning the mirrors, cabinets, tub, stool, and lavatory. The tub and lavatory should be cleaned after each using. The stool should be cleaned daily. Daily care is often the responsibility of schoolgirls. This includes care of the tub and lavatory, the stool, the mirror, and the floor.

The steps in cleaning the tub and lavatory are as follows:

1. Scrub with a soft, moist cloth, and a fine nonabrasive cleanser to remove soil and any scum left by hard water.
2. Rinse thoroughly with water.
3. Wash the faucets with soap and hot water.
4. Wipe them dry.

If the waste water runs out slowly, the drain may be clogged. Then, first examine the opening to remove pins, coins, or threads that may be partially closing it. If the drain is freed of these and still lets the waste out slowly it may be necessary to use a plunger. The plunger forces the

air down through the drain and, by suction, pulls the water and air upward. Pipes are often opened by this treatment.

Chemicals are available that open up pipe stoppages by dissolving fats, soaps, or other substances. These should be used according to directions.

The steps in cleaning the stool are as follows:

1. Use a stool brush or one made from a string dish mop with the strings cut short.
2. Use soapy hot water and clean thoroughly.
3. Disinfect and cleanse once or twice each week with chloride of lime or a commercial cleanser prepared especially for stools.

The steps in the cleaning of a mirror are as follows:

1. Use soft cloths that are nonlinting.
2. Moisten the cloth in clear, warm water, and wring moderately dry.
3. Wipe the mirror, taking care that water does not seep under the frame or backing.
4. Dry with a clean, dry, soft cloth.

The steps in cleaning the bathroom floor, whether linoleum or tile, are as follows:

1. Sweep up all dust, lint, and other dirt, and remove in a dustpan.
2. Make a suds of mild soap and warm water in a pail.
3. Dip a clean mop in the suds and wring it moderately dry.
4. Wipe the floor in parts, dipping and wringing the mop as each part is finished.
5. Dip the mop and wring it dry, and go over the floor to remove any excess water.

Things to do

1 Clean a bathroom; clean a school lavatory.

2 Report any difficulties and the ways in which they were met.

6 *How shall we care for the pantry and cupboards?*

The pantry and cupboards need frequent and regular cleaning. How often this should be done depends upon where we live and the type of the pantry and cupboards. If our home is in a dry, dusty region, where the wind blows and carries dust with it, or if it is where there is much coal smoke in the air, frequent cleanings will be necessary. If the air is cleaner, or if our pantry and cupboards are somewhat protected and fitted with doors, less frequent cleaning may be needed. A regular time should be set for the cleaning of the pantry and cupboards and a plan made for their general care.

The shelves should be washed in warm, soapy water, and dried. This should be done as often as is needed, in some homes once each week. The cans and jars should be wiped or washed daily as needed, in some cases once each week. A cloth wrung out of soapy water should be used for the wiping. If these containers are washed, they should be washed in warm, soapy water, rinsed in hot water, and dried thoroughly.

Drawers should be dusted every few days, and they should be washed once or twice each month with a cloth wrung from warm, soapy water. Once or twice each year a more thorough washing may be done. After this cleaning, drying in the sunshine is good. Shelves and drawers may be covered or lined with paper folded to size and held in place by thumbtacks. Wrapping paper, shelf paper, heavy waxed paper, and newspapers are all used for this purpose.

Dishes and glassware should be kept clean. Those that are used only once in a while should be taken off the shelves and washed as necessary. In most homes this will be two or three times a year. When this is done, the regular method for washing dishes and glassware should be followed. The utensils should be kept clean. Those not in regular use should be cleaned now and then. Once or

twice a year, or even more often, a special cleaning should be given to utensils to free them of stains not removed in their regular care.

All articles in the pantry and cupboards should be kept in the proper place all the time. There should be a place for everything and it should be put there after each using. If this is done, the pantry and cupboard will always be in fairly good order.

The pantry and cupboards can be made to be attractive as well as useful places in the house. Pleasing arrangements and attractive color schemes can be worked out with the dishes, jars, cans, and utensils. The present use of gaily colored pottery and enameled ware makes this possible.

Things to do

1 Clean the pantry and cupboards in the school laboratory.

2 Clean the pantry or cupboard at home or help a friend clean one in her home.

3 Plan an attractive arrangement for pantry or cupboard shelves in the school laboratory. Plan an arrangement for the shelves at home.

4 Suggest ways of building and altering cupboards to exclude dust and reduce the amount of cleaning necessary.

7 *How shall we care for the silverware?*

Silverware tarnishes very easily and turns an ugly color. Frequent and regular care is required to keep silverware attractive and in good condition. There are two methods of cleaning silverware that are commonly used. One is by the use of silverware polish and the other is by the aluminum pan method. The latter method should not be used on silver with a dark design.

The steps in cleaning silverware with polish are as follows:

1. Use a good silver polish or cream.

2. Apply this polish with soft cloths and brushes, rubbing gently until the tarnish disappears.

3. Rinse the silverware in hot water and wipe dry at once.

4. Polish with a clean, dry, soft cloth.

The steps in cleaning silverware by the aluminum pan method are as follows:

1. Put one quart of boiling water in an aluminum kettle or pan and set it on the stove.
2. Put the silver in the water, being sure that the water covers the silver.
3. Add one tablespoon of salt and one teaspoon of baking soda to the water, stirring well.
4. Allow the silver to stand in hot water until it becomes bright.
5. Remove the silver and wash it in hot, soapy water.
6. Rinse it in clean, hot water.
7. Polish it with a clean, dry, soft cloth.

Things to do

1 Clean the school silverware, part of the class using one method and part the other.

2 Compare the methods and results. Decide the advantages and disadvantages of each method.

8 *How shall we help with the various cleaning jobs about the house?*

Some of the cleaning jobs that must be done frequently in the house are cleaning drawers, piano keys, pictures, combs and brushes, and windows; oiling squeaking hinges; and caring for the garbage can. Most of these are definite home responsibilities of schoolgirls.

The steps in cleaning drawers are as follows:

1. Remove the drawers.
2. Empty them of their contents.
3. Take a stiff brush and clean out the corners.
4. Shake out all dirt.

5. Wipe on the inside and the outside with a dry cloth, or, if necessary, wash with a cloth wrung from warm, soapy water.

6. When dry, place the contents back in the drawers and put the drawers in place in the dresser or cabinet. Sometimes the drawers are lined to help keep them clean. If paper lining is used, it is folded to fit the drawer and fastened in place with thumbtacks.

The steps in cleaning piano keys are as follows:

1. Use a soft cloth.
2. Wring the cloth dry from clean, warm water or moisten with denatured alcohol.
3. Wipe each key with the cloth.
4. If necessary, dry with a dry cloth.

The steps in cleaning pictures are as follows:

1. Pictures not covered with glass are wiped with a dry, soft cloth on both the front and back sides, as well as the frame.
2. Pictures covered with glass are wiped as are the other pictures.
3. The glass is cleaned as are mirrors.

The steps in cleaning combs and brushes are as follows:

1. Put a few drops of ammonia or two or three teaspoons of borax in a bowl of warm water.
2. Dip the brush up and down in the solution.
3. When it is clean, dip it in clear, warm water in order to rinse it thoroughly.
4. Shake out the water and put it on a flat, warm place to dry.
5. Soak the combs in warm ammonia or borax solution. Rub water on each comb with a soft cloth or a stiff cleaning brush.
6. When clean, rinse in clear, cold water.

The method to be used in cleaning windows is as follows:

1. Use soft, nonlinting cloths and warm, soapy water, or warm water containing a few drops of ammonia.

2. Wipe or brush off all the dust with a soft brush.

3. Wring the cloth from the water.

4. Wash the panes until they are clean.

5. Wipe them dry with a dry cloth.

Whiting made into a paste by adding water is often used to clean windows. Put it on the glass, allowing it to dry. Wipe with a dry cloth. This method requires a special dusting and sometimes washing of the window casings and woodwork.

The steps in oiling hinges are as follows:

1. Use a can of sewing-machine oil or another similar oil.

2. Drop a few drops of oil on the top of the hinge.

3. Work the hinge back and forth to allow the oil to run down in.

4. Wipe away any excess oil.

5. Repeat as many times as is needed to take away the squeaking.

The steps in caring for the kitchen garbage can are as follows:

1. Place a paper bag, or a newspaper folded in the shape of a bag, in the can.

2. Place in it garbage from which the water has been drained.

3. Empty the can every day.

4. Wash off the outside of the can as often as is needed with a cloth wrung from hot, soapy water.

5. Wash the inside of the can with hot, soapy water, using a long-handled brush, frequently. This should be done at least once each week.

6. If necessary, let a strong solution of washing soda or lye stand in the can for an hour or more.

7. Rinse the can.

8. Sun and air the garbage can.

Things to do

1 Do some cleaning job at school. Report any difficulties or problems to the class. Tell how you met these.

2 Do one or more cleaning jobs at home. Report experiences to the class.

3 Choose some cleaning job not included here and list in steps the procedures you would follow.

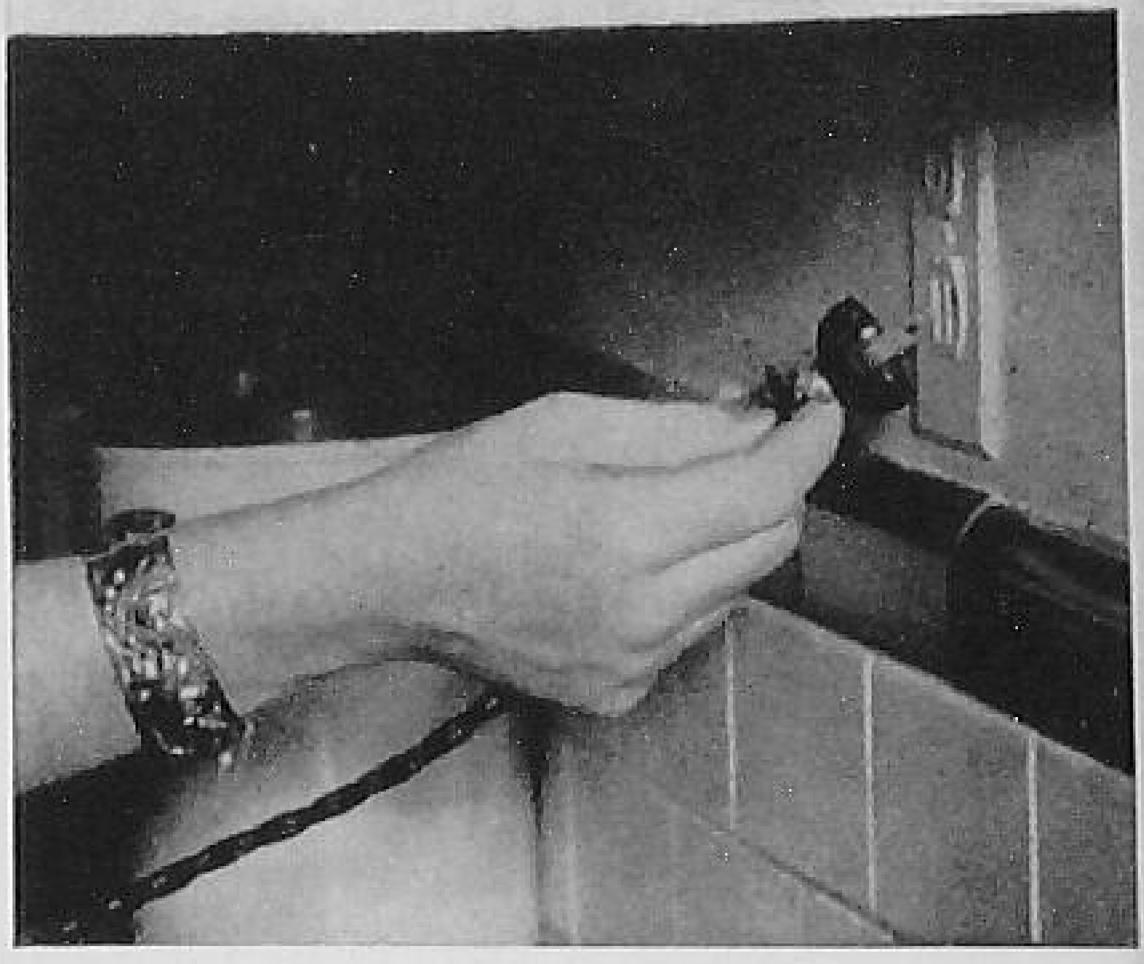
9 *How may we prevent accidents in the home?*

We commonly think of home as being the safest place in the world for us. However, when we look at the reports of accidents for the past few years, we find that such is not the case. Home accidents are reported as the most numerous, being even greater in number than traffic accidents. Many of, if not all, these accidents might have been prevented. No one wishes his house to be a place for accidents. It would be well to give some thought to the matter.

Fire is one of the chief causes of accidents in the home. Defective heating plants are often responsible for fire. These defects include dirty chimneys, smoke pipes that are rusted or broken or are poorly insulated, stoves and furnaces out of order, and lack of protection of wooden floors under stoves. Oil-soaked dusting rags, sweeping compound, and paint-stained rags left in the attic, closet, pantry, or cellar often cause fires. Faulty electrical equipment or cords and poor electrical wiring are other causes. Home cleaning of clothes with gasoline, benzine, or naphtha is a frequent cause of fire. A spark will set on fire the fumes from these fluids. Gas connections which are not firm and tight are dangerous. Many accidents are reported from the throw-

ing of kerosene on smoldering fires and the filling of kerosene lamps and stoves while they are lighted.

The following are some "don'ts" which we should observe to prevent fires:



COURTESY AMERICAN MUTUAL LIABILITY INSURANCE COMPANY

• Be careful! You are about to get a shock. Worn electric cords should be repaired promptly.

1. Don't permit rubbish or wastepaper to collect; burn it, but not near any building.
2. Don't keep matches where young children can get at them.
3. Don't be careless with matches.
4. Don't leave oily rags or mops in corners where they may start a fire. Keep them in closed metal cans or boxes, or wash them and hang them out to dry.
5. Don't use worn electric cord or leave electrical equipment connected when you are through using it.
6. Don't store or use gasoline in your house for cleaning.
7. Don't use kerosene to start fires.
8. Don't allow leaky gas connections to go unrepaired.
9. Don't build a fire in a stove unless the floor beneath it is protected with a metal sheet.
10. Don't put ashes into wooden boxes or paper cartons. Keep ashes in metal cans.
11. Don't fail to screen open fireplaces.
12. Don't look into clothes closets with lighted matches or candles.
13. Don't permit curtains to be blown near or over flames.
14. Don't fill a coal furnace or stove without "burning off the gas" by opening the dampers and possibly the door to create a strong draft.

15. Don't investigate escaping gas with a lighted match or open-flame lamp; turn on an electric light or use a flashlight.

Slipping and falling are common and serious accidents in the home. People fall down stairways, stumble over toys, and slip on slippery floors and in the bathtub. Their injuries extend from a "barked shin" to a broken back. Such accidents can be avoided to a large extent by the following measures:

1. Make the rugs and carpets secure on the floor.
2. Put furniture in place before going to bed at night.
3. Remove all toys and small objects from the floor.
4. Use solid stepladders when reaching up to high places.
5. Use handrails on all stairs and keep stairsteps clear.
6. Turn on lights or use a flashlight for dark stairways.
7. Use a rubber mat in the bathtub, and get out of the tub carefully.
8. Close all bureau drawers and closet doors after use.
9. Use soap dishes for soap, never permitting soap, soap powder, or suds to be on the floor.
10. Have a flashlight within reaching distance of the bed, if the light switch is not so placed.

The electricity which makes our lives comfortable and convenient is the cause of many accidents, including fire. The following things should be observed in its use:

> Most of the accidents occurring in homes can be prevented. Family members have a responsibility to see that safe conditions are provided and maintained.

1. Use for electrical equipment only cords that are in good condition.
2. Disconnect all equipment from the wall or floor sockets when you are through using it.
3. Do not touch electric fixtures or switches when

the hands or body are wet or are in contact with a metal object. Check especially the risks of such contacts in bathrooms and at all sinks and lavatories, and get your parents interested in making these safeguarding changes.

Other precautions for accident prevention follow:

1. See that all gas burners are turned off as soon as you are through using them, and check them before retiring.

2. Turn out gas lights and other open lights before retiring.

3. Leave no needles, scissors, pins, or other sharp-pointed objects on chairs or other furniture.

4. Promptly dispose of broken glass, used razor blades, and broken crockery in the rubbish can or box.

5. Keep poisons labeled and in a special place—well marked and away from regularly used drugs.

Things to do

1 Make a list of changes in the care of your home that would make your home a safer place.

2 Suggest practices that might easily result in fire accidents. Could these practices be changed? How?

10 *What care shall we give essential electrical equipment?*

Your electric or gas range deserves this care:

1. Keep burners and pilot lights clean, flame openings unclogged.

2. Protect the enamel surface from sudden changes of temperature, from scratches and blows, spills, and acids.

3. Avoid overheating the coils of electric units and getting salt, soda, sugar, or soap on open units. Never touch open wire coils with anything metal.

4. Keep all parts of the range clean to help preserve it. Save fuel and your time, making cooking more fun.

5. Be gentle with doors and hinges.

Your electric iron deserves this care for long service:

1. Be sure your electric iron or ironing machine is right for the current in your house.

2. Avoid overheating or getting electric irons or ironers wet. Don't drop a hand iron.

3. Turn off the electricity when you leave your ironing, even for a few minutes.

4. Keep ironing surface clean, smooth, and rust free.

5. Use an electric ironer on a special appliance circuit or use alone on the ordinary house circuit.

6. Disconnect by removing plug from the wall outlet. Never jerk the cord, as this may loosen the connection.

Things to do

Plan the regular weekly care of a piece of electrical equipment.

Things to do at home

1 Repeat at home the cleaning jobs done at school: sweeping and dusting; cleaning magazines, books, and ornaments; cleaning the bathroom or parts of it; cleaning the pantry and cupboards; cleaning silverware; and other jobs.

2 Assume the responsibility for certain jobs in caring for the house.

3 Do something to make your home freer from accidents.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Home Problems by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

11

Planning and making a slip or jumper

WHEN YOU GIVE yourself a check-over in the mirror, your attention may be caught by your hair or the sheen that vigorous brushing has given it, by the color of your cheeks, by the clearness of your skin, or by the arch of your eyebrows. All of these are part of you. Although other girls have similar features, none are exactly like yours, even though in some cases the differences may be slight. If you look at yourself in a full-length mirror, you will find that your figure has a definite shape that is just as characteristic of you as your face. Your outlines, front view and side view, are roughly sketched by your height, breadth, and thickness at the shoulder line, the bust line, and the hip line. If the measurements of bust, waist, and hip are about the same, you may groan that you are "shapeless." If the differences are greater than is the usual case, you may complain that you are "hard to fit."

Many years ago when people dressed themselves by draping lengths of cloth about their figures there was no problem of adjusting garments to fit the individual. Today, material is cut to fit cloth to the figure. Even simple patterns provide for height, breadth, and thickness. A slip or a jumper offers an interesting study of body lines because either garment fits the body rather closely. The things to be learned in making these are much the same, so you may choose whichever you care to make.

1 *How shall we choose the pattern for a slip or jumper?*

Our choice of design for a slip or jumper should be influenced by those things which many girls have found the most desirable. It should fit rather close to the body at the bust and waist line with only enough fullness to permit ease in putting on and taking off. It should have enough fullness at the bottom to permit ease and freedom of movement in walking and sitting. The design of a slip should be such that it in no way detracts from the appearance of the garments worn over it. A slip of six gores or long pieces seems to fill these needs well. The long lengthwise seams permit the needed taking in at waist and the gradual swinging out for the bust and skirt parts.

Most of the characteristics that we desire in a slip we also want in a jumper. Therefore, a jumper of six gores is a much favored style and the one we will make.

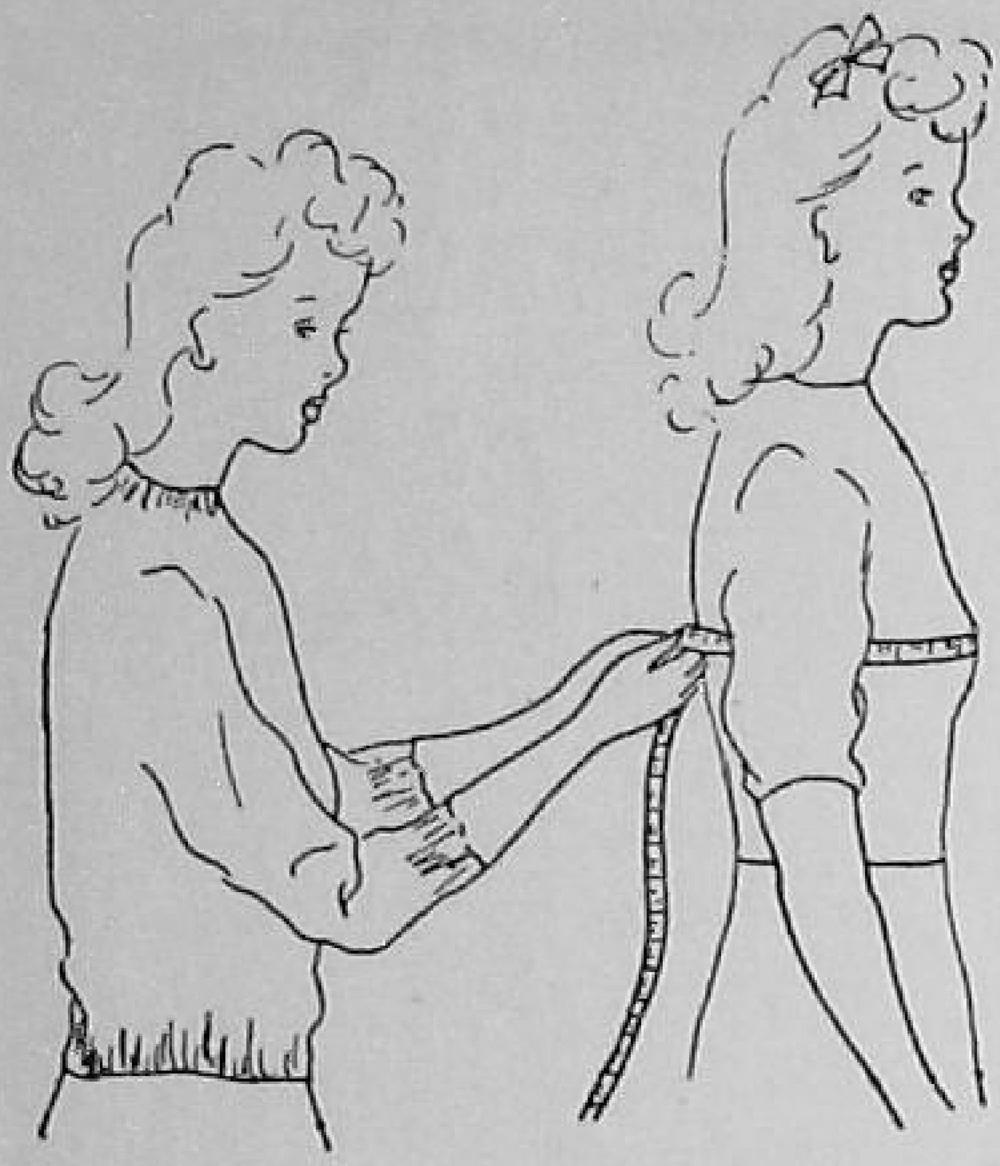
Whether we are making a slip or a jumper, we will select a pattern with a six-gored design. After the choice has been made we will decide upon the size of pattern to buy. Patterns may be purchased by bust or age as the scale below indicates:

Scale of Misses' Sizes

Size (age)	10	11	12	13	14	15	16	17	18	20
Bust	28	29	30	31	32	33	34	35	36	38

It has been found that buying according to bust measure is much the better way. The purchase of patterns by age is never wholly satisfactory, because all persons the same age are not the same size. Children's patterns can be purchased only according to age. A mother buying a pattern for a young child can only estimate whether the four-year-old pattern or the six-year-old pattern will prove more satisfactory. Those of us who are more than ten years old need not depend wholly upon this type of guesswork in de-

• The top and bottom of a slip may be finished plain or it may be trimmed. The top may be shaped or straight, as you desire it.



• The bust measurement determines the size of the pattern we shall buy.

ciding upon the size we need. Some time ago the manufacturers of patterns set up a scale of misses' sizes to show the bust measurements that they had accepted for ages between ten and twenty years. This scale is shown on page 334. By taking our bust measurement we can determine just what size pattern we should buy, and we need not be concerned if the size does not coincide with our age.

Things to do

1 Select the pattern to buy.
2 Determine the size of pattern to buy.
3 Draw two designs showing how the pattern you have selected could be changed.

2 *How shall we buy the material for a slip or jumper?*

Selecting our material is an important step in the making of any garment. Upon this choice, the attractiveness, the wearing qualities, and the workmanship may largely depend.

For a slip we want a material that will wear well and not pull at the seams, that will launder easily, and that will be smooth and firm under a dress. The material should be easy to work with. Such a material is light in weight, smooth in texture, firm in weave, and free from starch filling. It stays in place easily, is not sleazy, and does not ravel. Preshrunk material is also desirable, especially the fabrics marked "Sanforized." Plain colors are used for slips, with white and pink being the most popular.

Both cotton and rayon materials are used for slips. As a rule, though, cotton materials are easier to work with and usually cost less. Many rayon fabrics ravel easily and pull at the seams. Cotton materials have much better laundering qualities than do rayons. For beginners, cotton is the wiser choice.

Suitable materials for slips are muslin, long cloth, and other materials sold under such trade names as "slip sheen."

Prices for these vary, depending upon the material and its quality. Cotton materials for a slip should not exceed fifty cents per yard.

Material for a jumper should have many of the qualities as that for a slip. It, too, should be durable, easy to work with, easily laundered and cared for, and if possible, preshrunk. A plain, striped, or figured material is suitable for a jumper. As with the slip, when we are learning to sew, it is wise to choose a cotton material. Suitable materials for jumpers are cotton print, gingham, chambray, and broadcloth. These range in price from thirty-nine cents to sixty-nine cents per yard.

Before we can purchase our material, we need to know how much to buy. This depends somewhat upon how tall we are and how wide our material is. If we examine our pattern we will find on the envelope, or on the guide sheet within, a chart that tells the amount this size requires of several different width materials. If we are taller than average, or if our material is narrower than those listed in the chart, we will need to make allowances in our estimate of material needed.

For the six-gored style of slip and 36-inch material most of us will find the following estimate satisfactory: twice the length of the slip plus eight inches. For the jumper of six-gored style and 36-inch material, twice the desired length of the jumper—taken from the shoulder to the hem line—plus eight inches will give the amount to buy. If the material in either case has not been preshrunk, five or six inches more should be added to allow for shrinkage.

Things to do

1 Measure the desired length, and figure the amount of material you will need, for your slip or jumper.
2 Figure the cost of the material, allowing for the differences in cost per yard for various materials.
3 Examine various samples of material and decide which one to buy.

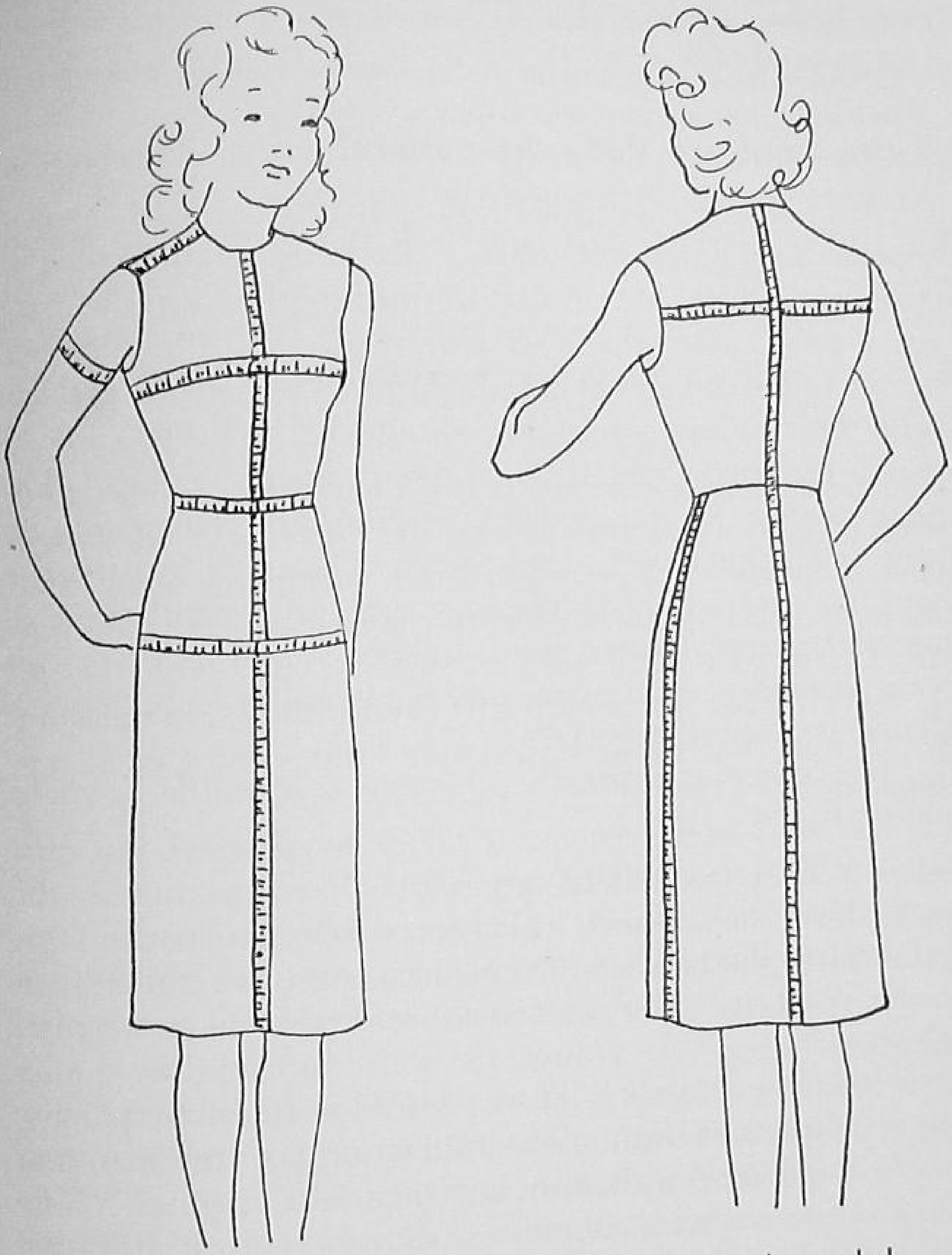
3 *How shall we take the measurements for a slip or jumper?*

Taking the measurements for a garment means taking certain body measurements that are important in designing and fitting clothing. These measurements show what size pattern to buy, what alterations we must make, and how much material we will need.

For a slip or jumper we will need these body measurements: bust; waist; hip; and center front, center back, and side lengths.

The *bust measurement* is taken by placing the tape measure over the fullest part of the bust, around to the back, raising it one inch as it comes from under the arms to the back, and holding the tape measure just tight enough to stay in place. The *waist measurement* is taken by placing the tape measure around the waist and holding it in a firm position. The *hip measurement* is taken by placing the tape measure around the fullest part of the hips, and holding the tape in a firm but not tight manner. The length measurements are taken thus: *center front,* from the base of the neck to the bottom of the garment; *center back,* from the high point at the base of the neck to the bottom of the garment; and *side,* from two inches below the armpit to the bottom of the garment.

All measurements should be written down as they are taken. In order to be sure that each measurement is correct it should be taken a second time before it is recorded as a guide for our fitting.



• Body measurements should be carefully taken and recorded.

Things to do

1 Have your own measurements taken by your sewing partner. Record them.
2 Take the measurements of your partner and record them.
3 Compare the measurements of your partner with your own measurements.

4 Compare your front- and back-length measurements. Is there a difference? Why?

4 How shall we study the pattern?

After we have purchased our patterns we will need to become acquainted with them. Patterns usually come in envelopes which have valuable information on the back and a guide sheet with the pattern pieces. These should be carefully read and checked. When the pattern is taken from the envelope, each piece should be identified according to the pieces and their numbers on the guide. The pieces that we are not going to use should be folded and put back in the envelope. Each make of pattern has its own marking, and we should be sure we understand those of our own pattern before going further. The markings for seam allowance, center back and front, and fold of material should be noticed especially.

The following questions will serve as a guide in studying a pattern:

1. What pieces shall I use?
2. How shall I know which piece is for the back?
3. How shall I know which piece is for the front?
4. What are the markings for center front and center back?
5. What markings indicate the fold of the material?
6. What markings indicate the straight of the material?
7. What are the allowances for seams?
8. How are seam allowances shown?
9. How is the hem allowance shown?
10. How can I know if two identical pieces should be cut from the material?
11. How can I tell how the pattern pieces go together?

The answers to these questions and similar ones will be found by checking the markings on each piece of the pattern with the instructions on the envelope and on the guide sheet.

Things to do

1 Check the pattern pieces with those pictured on the guide sheet.
2 Find all the markings on the different pattern pieces and check for their meanings.
3 Pin the pattern pieces together in the manner in which they are marked.

5 *How shall we check and alter the pattern?*

We have often heard the remark, "She is a perfect 14." This means that all the individual measurements are similar to those used in commercial pattern-making for a pattern size 14 with 32 as the bust measurement. Few of us have such measurements. Since patterns are usually designed and made for the average figure, it is essential that we check and alter our patterns to meet our individual needs. Since we have already taken our measurements we are ready to check these measurements with corresponding ones on the pattern. In checking the bust, waist, and hip measurements, it is well to locate these lines on the pattern, pinning the front and side-front pieces together and the back and side-back pieces. With one half of the body measurements, the pattern should be checked front and back, to see that each is one half of the measurement desired.

The measurements for the length of the front and the length of the back are checked on the center front and center back edges of the pattern. The measurement for the length of the side is checked at the edge of the underarm seams.

If our own measurements do not correspond with those of the pattern, alterations will be necessary. The following methods will be found satisfactory to use:

1. If the pattern is slightly small in bust and hips, the increase may be made by adding seam allowances at the edges of each piece. It is never wise to add more than an inch to each seam edge. If more than an inch allowance is needed, a larger size of pattern should be used.

2. If the pattern is slightly large in the bust and hips, as much as an inch may be turned under each edge of the pattern pieces, thus decreasing as much as is needed for seam allowances. The pattern may also be decreased by laying a pleat through the center of each pattern piece the full length of the pattern. Each pleat should be one-fourth the amount of the desired decrease. It may be increased by cutting each pattern piece through the center and spreading it apart up to one inch and pasting a piece of paper the length of the pattern piece, thus holding the cut edges firmly in place. This should only be done when it is impossible to buy the correct size and when more than a one-inch allowance is needed at each seam edge.

3. If the pattern is too long, the necessary amount to shorten should be folded over five or six inches above the hem line. This should be done in each main piece of the slip or jumper pattern: front, back, side fronts, and side backs.

4. If the pattern is too short, the amount needed to lengthen should be added below the hem line. This should be done to each main piece of the slip or jumper pattern as in the case of shortening the length.

5. One-inch seams are best for shoulder, underarm, side-front, and side-back seams. On a pattern with a smaller allowance for these seams, it is well to increase them to one inch. Great care should be taken in adding to or decreasing the size of any pattern. No pattern should ever be increased or decreased by more than one inch at all of the seam allowances, since there is danger of destroying good pattern lines. Should the pattern be much too large or too small, one should buy a pattern of the correct size.

All alterations should be marked on the pattern in some way, as by writing, pinning, or pasting on the added amount. If body measurements are carefully taken and the correct size of pattern is purchased, great changes will not be necessary.

Things to do

1 Check the pieces of your pattern with your body measurements.
2 Make the alterations necessary according to directions.
3 Plan two ways in which you could change the style of your pattern.

6 *How shall we prepare the material for cutting out?*

When preparing to make our slip or jumper, we should make sure that it will not shrink at its first washing. If the material we buy is not fully preshrunk we can shrink it in the piece ourselves. Many garments have been ruined for further wear at the first washing—ruined because they became too small for the wearer. Such an experience has caused us to become cautious about the shrinking qualities of materials. If your material is not preshrunk, shrinking can be done in the following manner:

1. Put enough warm water in a large pan to completely cover the material. The pan should be large enough to keep the material from being overcrowded.
2. Put the material in the warm water, and let it remain there until it is thoroughly wet.
3. Lift the material from the water and, without wringing, hang it on the line to dry partially. When hanging it on the line, pull it in as straight a position as possible to prevent unnecessary wrinkles.
4. When partially dry, remove the material from the line and iron it smooth and dry. In ironing, be sure to iron with the threads of the material.

When the material is ready for the pattern, the thread of the material should be straight throughout the piece. Straightening of the material should be done in the same way as it was done for the apron. (See page 132.) Straight material, free from wrinkles or creases, is necessary for a well-made garment.

Things to do

1 Shrink the material for your slip or jumper. If the material is preshrunk, test a fabric that is not preshrunk.
2 Straighten the material for your garment.
3 Measure to see if the material you tested did shrink.

7 How shall we lay the pattern on the material?

When our material is in proper condition and the necessary alterations have been made on our pattern, we are ready to place the pattern on the material. The pattern guide will show some ways of placing the pattern on the material, and it is well to try them.

The largest pieces of the pattern should be laid on the material first. The material is folded as wide as the widest part of the pattern, and the pattern is laid according to the markings on it. If the design of the material has an "up and down," the pattern must be laid so as to permit the design to go in the same direction for all pieces of the pattern. If the design does not have an "up and down," it is usually advantageous to place the shoulder seam edge of the front and back so that the points nearest the neck just touch. When the pattern is so laid, the material left after the cutting is of such a size that it can be used for other pieces—for pockets or for a belt if the jumper has been your choice.

It is wise to lay all pieces of the pattern on the material before doing any cutting. In this way we can assure ourselves of having enough material and can know that the placement is economical. After the pattern is properly laid, it should be pinned securely to the material. The pins should be placed about four inches apart, perpendicular to the cutting edge, and the point of the pin should be about one-fourth inch from the pattern edge.

If a pattern requires a seam allowance or addition for the hem, place a few pins to indicate the line on which we are to cut. If this is not done, there is danger of forgetting to make needed allowances when cutting.

When we are sure of adequate material and have planned our placement, we may find it advisable to cut out some pieces before pinning others on, thus permitting us to fold the material economically.

Things to do

1 Measure the widest piece of your pattern and fold the material to that width, being sure it is folded on the thread of the material.
2 Lay the necessary pattern pieces on the material according to directions.
3 Pin the pattern in place, being sure the pins will not be in the line of cutting.

8 *How shall we cut the slip or jumper?*

We have pinned our pattern to the material, and are now ready to cut out our garment. If we are to have straight, smooth, even edges, it is necessary to have scissors with a good cutting edge. Scissors or shears made of good steel have a sharp cutting edge and will keep this edge if properly cared for. Good scissors or shears will cut the length of the blade and will move easily. The cutting is done at the edge of the pattern or just outside the alteration line, using the entire length of the blade of the scissors or shears on a long straight or curved edge. When cutting on a short straight or curved edge, it is best to use the tips of the scissors or shears. This is also true when turning corners. The notches at the edge of the pattern should be cut out rather than in. This is done to avoid the danger of cutting into or beyond the seam line.

As each piece is cut from the material, it should be folded and laid in a box or at one side of the table. After all pieces have been cut, the scraps should be rolled and pinned together or folded and placed in a box of convenient size. This will keep them in good condition in case they are needed at some future time. It is very important that the pattern remain pinned to the material until all neces-

sary markings are made and we fully understand the next step in our procedures.

Things to do

1 Practice cutting material to see if your scissors or shears are in good condition. Practice cutting the length of the scissors or shears. Practice cutting a curved edge.
2 Cut out each piece of your slip or jumper.
3 Check the edges to determine if they have been cut straight and smooth.
4 Suggest ways of improving for the next garment.

9 *How shall we remove the pattern from the material?*

When the slip or jumper has been cut out and the scraps have been put away, we are ready to make the necessary pattern markings on the material. If the garment is to have the crosswise threads of the material horizontal to the floor, we must keep the center front and the center back lines perpendicular to the floor. Careful marking will help us to do this. We will put a basting thread on the fold of the center front and the center back. This basting is made with long stitches, and the stitching is well secured at the neck and at the bottom.

Remove one pattern piece at a time and mark the material by pinning the name of the piece onto the material. Fold the pattern pieces and put in the envelope. Put the envelope with the pattern in your box.

Things to do

1 Mark the center front and center back of the garment.
2 Remove the pattern pieces and put them in the envelope.

10 *What practices shall we follow in making the slip or jumper?*

It should be the desire of everyone always to maintain good standards of work. We want our garment clean and

neat when it is completed. This means that we must be careful during the time of construction. When making a garment at school, it is necessary to put it away many, many times. This should be done carefully to keep the material in good condition. If the garment is folded in thirds lengthwise and then crosswise to a size suitable for the box, our packing will be neat. The material will not be wrinkled as it would be if it were piled or jammed into the box carelessly when the bell rings for dismissal.

As we work we should keep the basting threads removed from those parts of the garment where the stitching is completed. Threads at the end of the machine stitching should be tied as soon as possible after the stitching is completed. This prevents ripping of the stitching. The easiest garment to press when completed is the one that has been pressed at various times during its construction. Pressing the different parts, such as shoulder and underarm seams, after they are stitched and the bastings removed helps greatly in keeping the garment in good condition.

We well know that our best and most efficient work is done when we have it planned carefully. In making our garment, we should know the sequence of tasks and should plan a definite amount to accomplish each day. We should be careful not to set more than can be accomplished in the amount of time that we have. In classwork, as in any contact with others, it is necessary to be cooperative and to maintain a helpful attitude. Much more pleasure is derived when work is done under such conditions. Each day as we work we should try to improve upon the work of the previous day. By so doing we will improve our ability to sew and be better able to undertake the tasks of the next problem.

A good plan to follow in making the slip or jumper is:

1. Pin and baste all seams.
2. Fit and make necessary alterations.
3. Stitch and finish seams.

4. Finish the top of the slip or the neck of the jumper.

5. Finish armscye (sleeve opening) if making a jumper or make shoulder straps and attach if making a slip.

6. Hem the garment.

7. Press the garment.

8. Judge the garment.

This plan of procedure presents in their order the problems involved in making the garment. As you finish one step, you can prepare for the next one.

Things to do

1 Examine your pattern and list the things to do in making your garment.

2 Decide upon the best order for doing these tasks.

11 *How shall we pin and baste the slip or jumper?*

We are now ready to pin the cut-out garment pieces together according to the pattern markings, having the two right sides together and the edges even. After the pinning is done the next step is basting. Basting is done by sewing on the line of seam allowance with stitches about one-fourth inch in length. Stitches of this length will hold the garment firmly for the fitting. After the pieces have been basted together, in order to prevent the top of the garment from stretching it is a good plan to place basting stitches of about one-fourth inch length all around the top about one-fourth inch from the edge. We must be sure to fasten the ends of the thread securely. The thread should be slightly shorter than the top edge so that it will pull in the edge slightly, but not gather.

Things to do

1 Pin the cut-out pieces of the garment together.

2 Baste these pieces together.

3 Put a basting thread at the top of the garment.

12 *How shall we make the seams in the slip or jumper?*

The finished garments we admire most have straight seam lines, which add much to their appearance. Crooked seams give a garment a careless appearance which may be avoided by careful stitching. The plain seam is desirable to use in a slip or jumper and is simple to make.

To make a plain seam, put the right sides of the material together and baste along the line for stitching. With the sewing machine in proper condition and ready for use, place the end of the seam to be stitched in under the presser foot of the machine, having the seam edges to the right and the garment to the left. Have the threads to the back of the presser foot, and bring the needle down through the seam line one stitch from the beginning of the seam. Lower the presser foot. Stitch as close to the line of basting as possible, but avoid stitching in the basting. Guide the material with the left hand, and as you near the end of the seam, stitch very slowly. Stop just at the end of the seam. Raise the presser foot, have the take-up lever at the highest point, and pull the threads out six inches from the needle. Cut the threads three inches from the material. When the seams have been stitched, the bastings may be removed and the seam trimmed to five-eighths or three-fourths inch.

We will use one row of stitching in the seams of the jumper but two rows in those of the slip, making the stitchings about one-eighth or one-fourth inch apart. The reason for this is that the seams in the jumper are more curved and require a flat appearance when finished. In the slip the seams are pressed closed, but in the jumper where a flat seam is desired, the seams are pressed open. To press the seams open, the first step is to trim them to the proper width. Next, with the fingers fold the seam open, pressing the edges back as you go down the seam. You are now ready to press with a moderately hot iron and a damp cloth. Dampen the seam a short distance at a time, and with the point of the iron press over the dampened portion.

Proceed with the dampening and pressing until each seam has been finished. There should be no creases on the right or wrong side. The garment can be slipped over the board, making the pressing of the underarm seams easy.

Things to do

1 Practice stitching a seam a yard or more long.
2 Compare your seam with that of your partner.

13 *How shall we fit the shoulder and underarm seams?*

The desirability of cooperation in classwork has been stressed several times. We have now reached the place where we need the cooperation of a classmate to help us fit our garment. Fitting is a procedure that each of us should be eager to understand. An understanding of fitting is necessary both in making clothes and in purchasing ready-made clothing.

In order to insure a well-fitted slip or jumper, it should be fitted over the garments with which it will be worn. The person being fitted should stand with the body erect, weight on both feet, and the arms hanging loosely at the side. To stand erect means to stand tall. Standing tall brings the body into an erect position with the abdomen in, the chest out, and the shoulders up.

The person fitting the garment should be sure that the center front and center back lines are in place, truly perpendicular to the floor.

The slip that we are making is held in place by means of shoulder straps. These straps can be made in class or purchased ready-made in stores. The straps when finished should be approximately three-eighths inch wide and long enough to hold the slip in the correct place in front and back. The straps are made in the same way as the straps were made for the apron. Your partner will pin them in place when you have the slip on. The exact places in the

front and back at which the straps will be fastened to the slip will need to be determined for each slip.

In making a jumper we will need to fit shoulder seams. The location of the shoulder seam is usually determined by imagining a line that passes up the middle of the arm to the neck. This line is found to be on the middle of the shoulder and is the place for the shoulder seam. If the shoulder seam does not fall where this line would come, the bastings are removed and the pieces are pinned together on this line, thus making a correct shoulder seam from there.

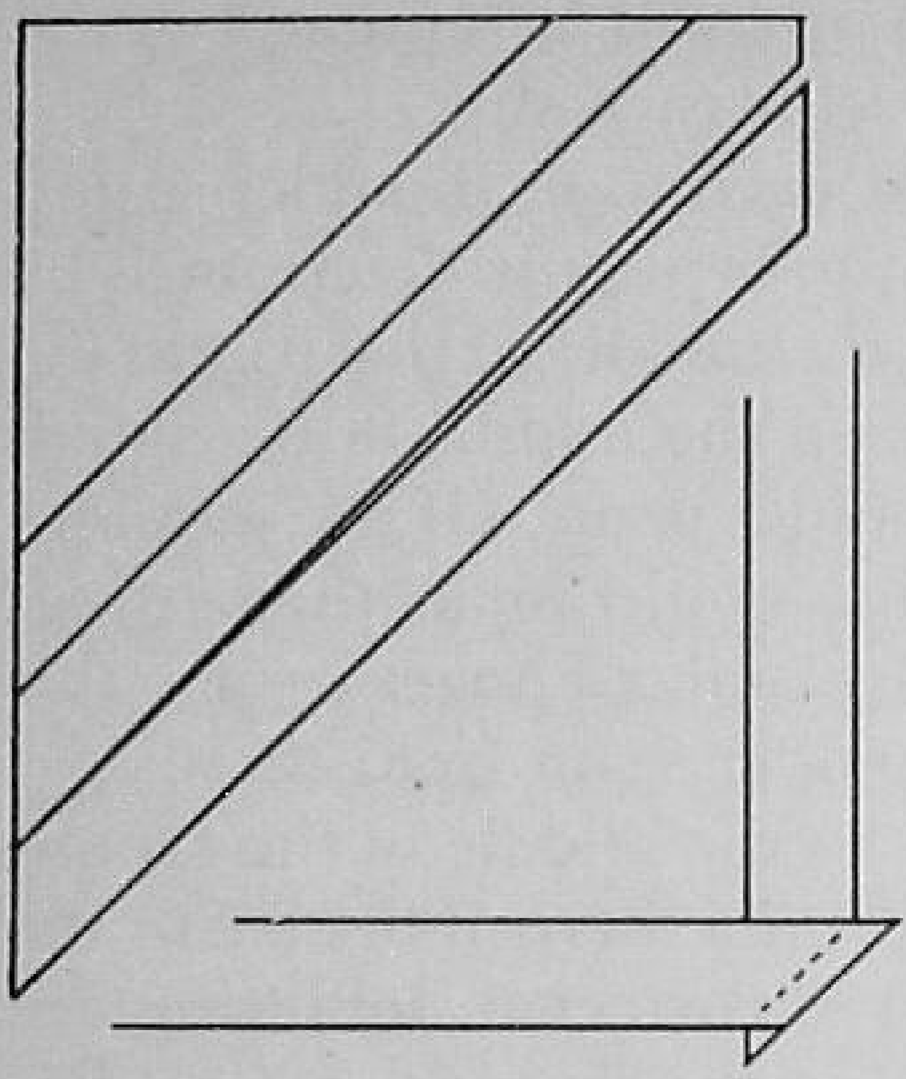
The underarm seam begins in the middle of the armpit and falls from there in a straight line perpendicular to the floor. If it does not do this, it is corrected, following the same procedure used in correcting the shoulder seam. Remove the garment after the fitting is completed and mark all alterations with a basting thread. Turn the garment to the wrong side and rebaste. Remove the pins after the basting is complete. A second fitting is desirable. This should give a well-fitted garment. The garment should be large enough to go on and off easily without an opening in the underarm seam.

Things to do

1 Put on the garment you are making, being sure the center front and center back are in the correct position.
2 Have your partner fit your garment, marking the places for alterations.
3 Make the alterations needed.
4 Fit the garment again.

14 *How shall we cut bias strips?*

We have all seen facings on sleeve or neck finishes that were scarcely visible. They seemed neat and gave the garment an appearance of good workmanship. This was in part due to well-cut bias. Bias should be cut on the true bias. This means that the line for cutting should be made



• Bias is cut diagonally and placed at right angles with the right sides together for joining.

when the material is so folded that the lengthwise threads are parallel to the crosswise threads. A piece of true bias can be stretched to fit curves and will make a smooth, flat finish. After folding and marking the line for true bias on the material, we will use a ruler or gauge to mark the other side of our strip. To make a bias strip one inch wide, keep the gauge at right angles to the line which marks the true bias. Measure down one inch and place pins on a line parallel to the true bias one inch apart. Then cut, following the line of the pins. If possible, the bias strip should be the length needed for facing.

All bias strips may be cut at one time; we should be sure of the length needed in each case. Allow one or two inches more than the actual measurement.

Things to do

1 Practice folding paper on the true bias.
2 Cut three pieces of bias from paper, each 12 inches long.
3 Cut the bias you will need for your garment.

15 *How shall we join bias strips?*

We need now to join our bias strips in order to have a piece long enough to use on the top of the slip. The joining of bias is important and requires careful thought and practice.

If the following procedure is used, well-joined bias will result:

1. Place two strips of bias facing with right sides together.

2. Have the ends so placed that the bias edge of one is at right angles to the other.

3. Have the point of one extend 1/4 inch beyond the other.

4. Baste in this position a 1/4-inch seam, beginning at the point where the two edges meet.

5. Stitch across very close to the line of basting.

6. Remove the basting, and open and press the seam flat.

If one joining does not give sufficient bias, another joining will have to be made.

Things to do

1 Join two pieces of the bias paper which you have cut by pinning together.

2 Pin your bias strips together, baste, and stitch according to directions.

16 *How shall we finish the top of the slip?*

The top of the slip should be finished in such a way that it will be firm and flat. A good way to finish it is with a bias facing. This facing should be cut at least one and one-fourth inches wide according to the method given in the preceding problem. The facing is applied in the following manner:

1. With the right side of the facing held against the right side of the opening, pin the facing in place, beginning at the right upper end.

2. Baste around the top of the slip.

3. Remove the pins.

4. Stitch close to the basted line.

5. Remove the bastings.

6. Turn the facing over to the wrong side, creasing and pressing it down.

7. Turn the facing under one-fourth inch and pin in place to the slip.

8. Baste at the row of pins.

9. Remove the pins.

10. Stitch on the machine or fasten down by hand.

11. Remove bastings.

12. Press.

The width of the facing may be made narrower than was suggested, but it is not wise to use a bias facing wider than one and one-fourth inches. Sometimes facings are applied to give trimming to a slip. When this is desired, the right side of the facing is placed to the wrong side of the slip, and after the first stitching is turned to the right side. Some may want to trim the top with embroidery and lace as suggested in the picture on page 335, or some may desire to use the shaped top finished plain. In either case the top is finished with a facing first.

Things to do

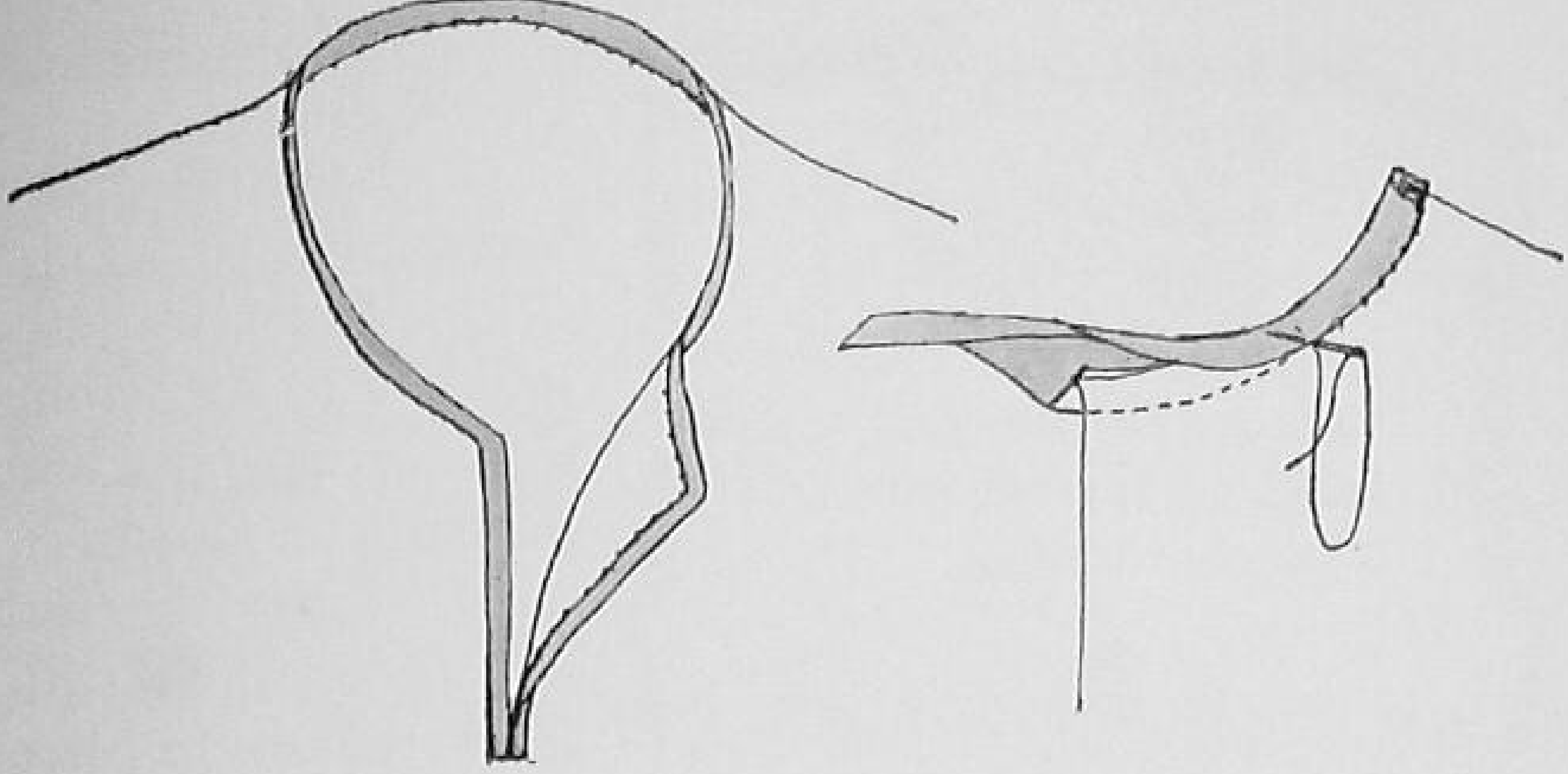
1 Cut the facing for your slip.
2 Apply the facing as directed.
3 Suggest other ways of finishing the top.

17 *How shall we finish the neck and armscyes of the jumper?*

The neck and armscye of our jumpers are shaped, and they are finished with facings cut exactly the same shape. Our patterns include pieces to guide in cutting the facings. The following steps are suggested for applying the facings:

1. Fit the pattern pieces to the neck and armscye lines of the jumper, being sure to watch notches.

2. Make the needed alterations on pattern pieces.



• A bias-faced opening shows only on one side, and may be used as a complete neck finish.

3. Lay the altered pattern pieces on the material according to markings.

4. Pin in place.

5. Cut the facings and remove the pattern pieces.

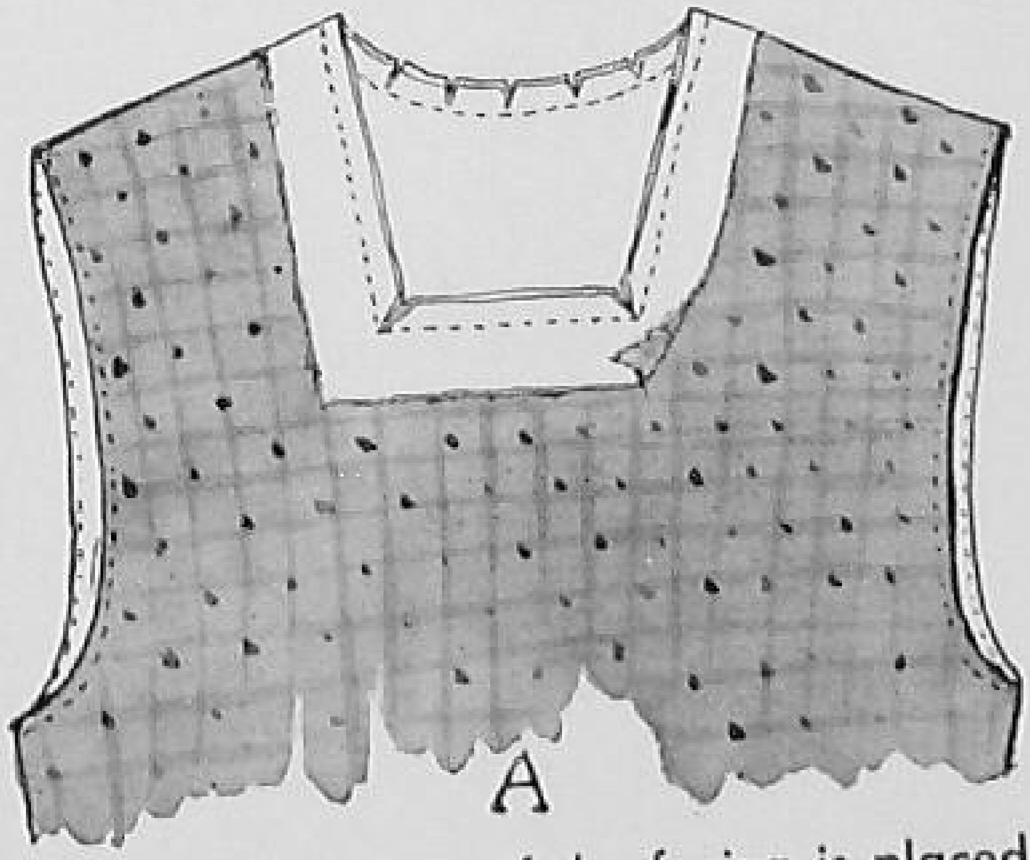
6. Pin the right side of the facing to the right side of the garment for both the front and back of the neck and armscye. Be sure, for the neck pieces, that the center front and center back of facings and jumper lie together.

7. Pin and baste seam allowance at shoulder and underarm seams so that these lie flat on the shoulder and underarm seams of the jumper.

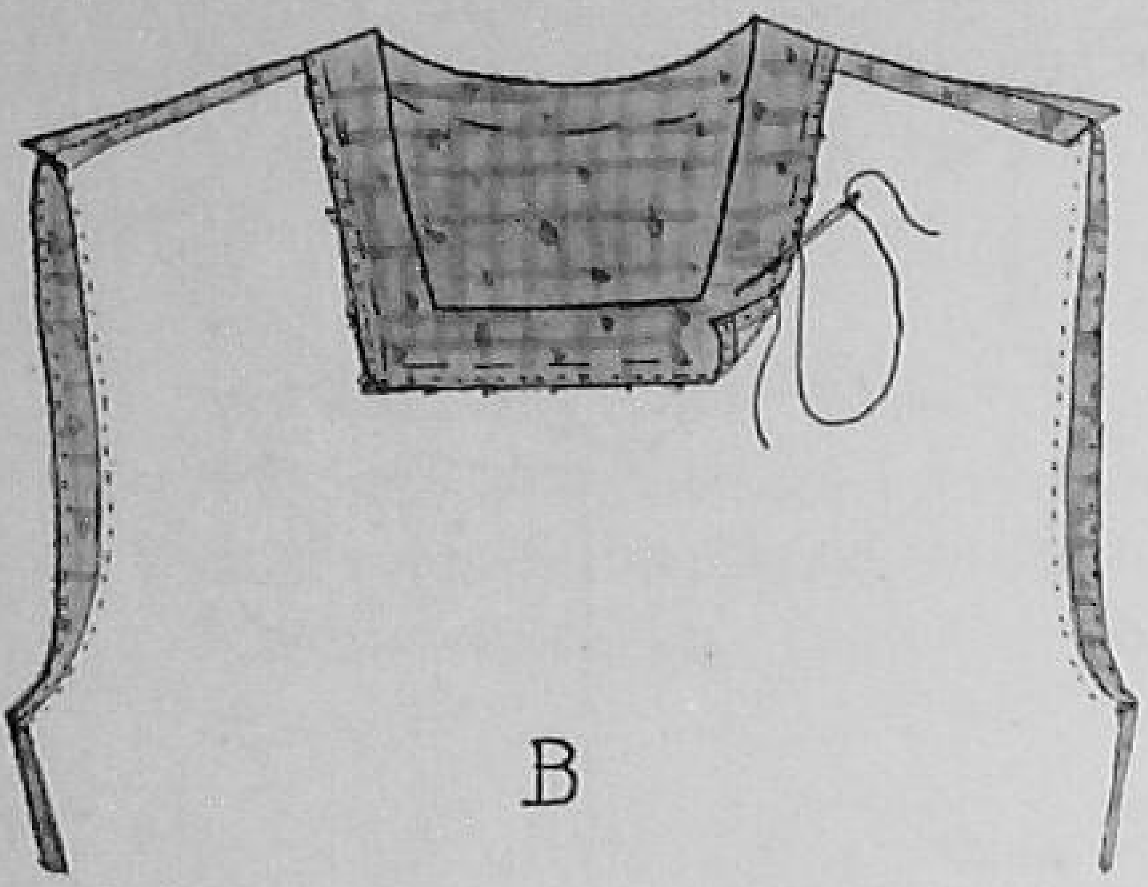
8. Stitch the facing seams at shoulder and under arm seams.

9. Press the seams just made open flat.

10. Baste the facings to neck and armscye.



• A. The right side of the facing is placed against the right side of the jumper and stitched. For Step B, see page 356.



B. The facing is turned to the wrong side and stitched. Step A is shown on page 355.

11. Stitch close to basted line.

12. Remove the bastings.

13. Turn the facing over to the wrong side creasing and pressing it down.

14. Turn the facing under one-fourth inch and pin in place to the jumper.

15. Baste at the row of pins.

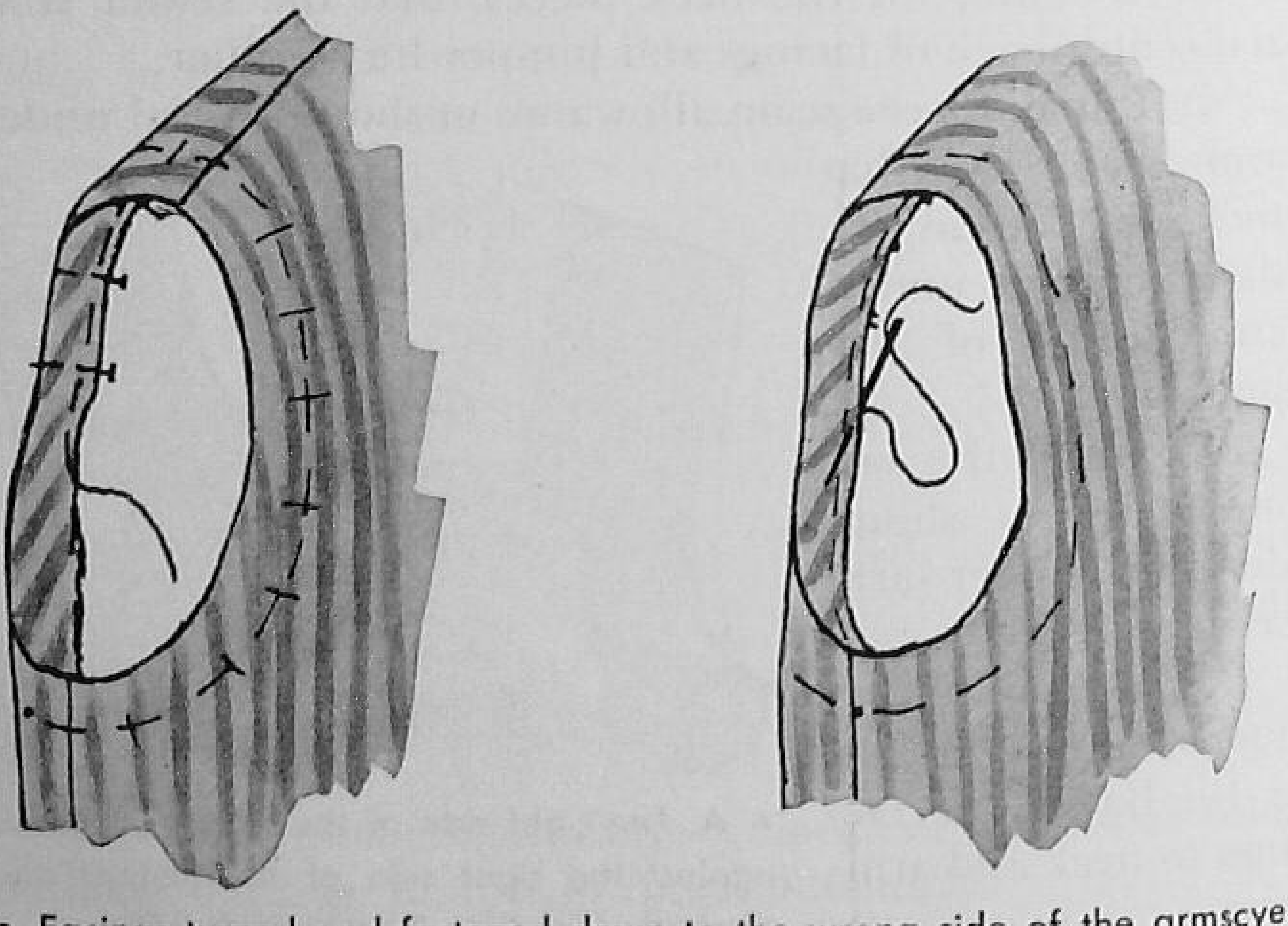
16. Remove the pins from the facings.

17. Fasten the facings down by hand.

18. Remove bastings.

19. Press.

Some may want the facing to serve as a decoration and will sew it on from the wrong side first, having the right side



• Facings turned and fastened down to the wrong side of the armscye.

of facing next to wrong side of garment. Then it is turned to the right side to be fastened down.

Things to do

1 Cut the facings for your jumper.
2 Finish the neck and armscye of your jumper.
3 Plan how you could vary the neck and armscye finish of your jumper.

18 *How shall we mark the hem line of the slip or jumper?*

Again we have another cooperative task that takes care and patience. The garment we are making must be put on and checked to be sure it is on the body straight. If a slip, we must be sure the straps are in their proper place on the shoulder and that they are made the correct length. If a jumper, we must be sure the shoulder seams are in the correct position. In marking the hem, the equipment needed is a table, a yardstick, and many pins. The wearer of the garment stands on the table in a natural position with arms at the side. The person who is to mark the hem assumes a comfortable position with eyes about even with the edge of the hem line. If the wearer moves during the time the hem is being taken, she should be careful to assume the same position as at first.

The hem for either slip or jumper is marked as follows:

1. Decide how many inches from the floor the garment will be.
2. Mark this number on the yardstick with chalk or a rubber band.
3. Hold the yardstick perpendicular to the floor against the garment.
4. Place pins in the garment at a point even with the mark on the yardstick and parallel to the floor.
5. Place pins about 3 inches apart and with the heads on the right side of the garment.

• Careful marking of the hem line insures an even-length garment.

6. Recheck the line of pins.

7. Remove the garment, turn the hem on the line of pins, and crease.

8. Pin the hem into place.

9. Put the garment on and check.

10. Make any needed corrections.

11. Remove the garment.

Things to do

1 Following the directions given, mark the hem line of your partner's slip or jumper.

2 With the hem line of your slip or jumper marked, turn on the line of pins, and have it rechecked.

19 *How shall we put in the hem?*

After the hem has been pinned in the slip or jumper, we are ready to baste it in place and sew it in.

A good procedure is as follows:

1. Baste the hem line in place one-fourth inch from the lower edge, removing all pins when you have completed the basting.

2. With a gauge, measure up from hem line the desired width of hem plus three-eighths inch for a turn-in. Measurements should be made at intervals of two inches and marked with a pin at each point.

3. Trim along the line of pins and remove the pins.

4. Turn under the edge of the hem three-eighths inch and baste with small basting stitches, starting with a new

thread at the center front, center back, and each side seam.

5. Pin the hem in place at the center front, center back, and each side seam.

6. With basting thread, adjust fullness between the pins and pin the hem in place.

7. Baste the hem in place and remove all pins.

8. Try on the garment and make any needed alterations.

9. Press the hem.

10. Stitch close to the edge of the hem.

11. Remove the bastings, tie the threads of the machine stitching, and press the hem again.

Things to do

1. Examine ready-made slips and see how the hems are put in.
2. Make a gauge to use in marking the width for the hem in your slip or jumper.
3. Put the hem in your slip or jumper.

20 *How shall we press the slip or jumper?*

Pressing adds much to a finished garment and should be done carefully. Since pressing is the last step in the completion of our slip or jumper, we are ready to check and see that all basting threads have been removed. When this is done our first step is to press the shoulder straps of the slip or the shoulder seams of the jumper. Then place the garment over the ironing board and with a damp cloth rub over the surface to be pressed. This is done on the right side with a moderately hot iron, working from the top to the bottom.

The slip may then be folded and put in a drawer. It is folded first in thirds lengthwise and then in thirds crosswise. The jumper will be put on a hanger and hung in a closet.

Things to do

1. Remove the bastings from your garment.
2. Press your slip or jumper and put away as directed.

21 *How shall we judge our slips and jumpers?*

Everyone enjoys wearing a neat and well-made garment. It is only by knowing what we have done well, or where we have failed to do well, that we are able to improve our workmanship. The appearance of a garment, whether it is worn on the outside or not, is determined by the choice of material, the fit of the garment, the workmanship, and the condition of the garment. With these items in mind examine your garment and decide where it could be improved. Make a score sheet, using the items suggested on page 103.

Things to do

1 Examine your garment and see that all finishes have been cared for.
2 Assign some point value to each item on your score sheet.
3 Score your own garment. Score a garment for some class member.

Things to do at home

1 Make a slip or jumper for some member of your family, using the same procedures you used in making your own.
2 Compare the slip or jumper you made at home with one you could buy at that price.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

12

If we have guests

HAVING GUESTS in the home is an old, old custom, so old that we do not know when the practice first began. The Indians on this continent were highly advanced in the art of receiving guests and making them welcome long before the white man came. When Sir Walter Raleigh and his party landed, the Indians came bringing duck, hares, fish, and many other good things for their guests. Much later, Captain Clark found that all Indian nations on the Missouri had the custom of offering food and refreshments to every white man when he first entered their tents. The stranger was their guest.

In your own life you perhaps cannot remember a time when you did not have the privilege of inviting guests to your home. "Mother, can Jane come over this afternoon?" or "Mother, I want Sue to stay for dinner," were some of the ways you expressed your concern with guests. In those early days, you planned no special entertainment, for you spent the time playing "house" or "school." You assumed no responsibility for the afternoon's treat or the dinner, for you knew your mother would attend to that.

Now when you invite someone to be your guest, you assume at once the major responsibility for her stay with you. That she may share in the best you have, you must plan for her visit. To do this well requires knowledge and use of the accepted rules of hospitality which have governed social life through many years. These rules provide a desirable way of expressing consideration for others and make possible more pleasant relationships with people.

1 *Why do we have guests?*

"Why do we have guests?" a small boy asked his father as much preparation was being made for some guests in his home. The father paused a moment and then made this reply: "This is our home, the place where we enjoy each other and are very happy. We have many friends and we want them to come and be happy with us. Because of this, we invite our friends from time to time to be our guests." If the boy had been older, the father might have given other reasons, for there are many of them.

By having guests we learn to share with others. No matter how little or how much we may have to share, it is good for us to do it. The sharing of our hospitality is one of the finest things that we can do for our friends. The guest who comes into our home immediately receives a part of our family spirit, our friendship, our food, and our house. He will always have a different relation to us than if we had only bowed and passed each other on the street. This sharing goes far in making us finer persons as well as better family members.

All families need social relations with others outside the family group. Otherwise, the family members are likely to become narrow and selfish. As we live in our homes, we often tend to become so interested in what we are doing—our record at school, our dog, and our garden—that we may give little thought to the record of other people, the size and smartness of their dogs, and the beauty of their gardens. Guests in the home broaden our interests and aid us in making the social contacts which we need. Even the caller who stays for only a few minutes may bring in something of value from the outside world and, of course, the visitor who stays for a longer time may bring more.

There was a time when visitors to the home were the chief means of news from the outside world. The pioneer homemaker in a faraway place or the farm homemaker living in isolation welcomed even the peddler with his news of

COURTESY H. ARMSTRONG ROBERTS

• Off to join the picnic crowd at the beach! A week-end guest will enjoy taking part in the activities that are common in the community where her hostess lives. Entertaining should be kept simple enough that the guest is not made to feel she is upsetting the family routine.

the outside world. Today, with newspapers, telephones, and radios, we desire visitors not so much for the news of world events, as for the sharing of their interest and response to the news with us. The visitor may help us to understand better the events outside our home.

All education is not gained in books. Often information and advice that we receive from other persons is most valuable, and many times guests are an important means of educating us. They may make us see, as with our own eyes, the life and customs of other peoples in other lands; they may make the inside story of a new variety of wheat seem

so amazing that wheat, and wheat products, can never again be a dull subject; they may share with us small bits of fun that cause us to smile long after they are gone; they may recite poems or sing songs which awaken our interest in poetry and music.

Guests may aid us in the development of many desirable personal qualities. Often the closeness of the family circle makes us so used to each other that we forget about showing each other common, everyday courtesies. Guests cause us to act our best and to be courteous through practice in thoughtful ways.

Having guests may help strengthen family ties. The presence of a guest may encourage some member to forget herself and talk freely. The other family members may see her in a new light. A guest may praise the special ability of some member. This may encourage her and also cause other members of the family to take pride in what she can do.

Things to do

1 Recall four or five guests you have had in your home recently. Write what each did for you and your family. Compare your lists.
2 Decide what you contribute when you are a guest.
3 Suggest what families miss by having no guests.

2 *What shall be our attitude toward guests?*

The guest who comes to our home at our invitation has a right to expect that we will find pleasure in her company, enjoy her, and accept her as a friend. An assurance of welcome can be easily given. A few honest and cordial words and a thoroughly friendly manner do more to establish this feeling than much lavish and expensive entertaining.

When any one member of the family has a guest, all other members should be courteous and polite to her. They may even assist in the entertaining. A visit has often

been spoiled because some family member was not helpful and friendly to the guest. This rudeness reflects upon the family as a whole, as well as upon the offending person.

The family as a group may have guests. When this is the case, all members should share in the responsibility and do their best to make it a happy time. Some families plan as a group for these guests, and each member has in mind what her responsibilities are. A person always remembers her experience as a guest of such a family in a most favorable way. Having guests in the home should be considered as a regular part of family life. The family should know in what form the hospitality will be extended and how much expenditure can be afforded. Whatever is decided upon, it should be such that the life of the family is not upset or disturbed.

The guests of children should be regarded as important and should be given special consideration. A chaperon or older person should be in charge or at home while the guests are there. Children and their guests should not be left alone to their own devices, and if supervision cannot be arranged at the particular time, another date should be set for the guests.

The family should recognize that guests are desirable for the best development of the family and should be interested in having them. We should keep in mind the many reasons for having guests when we form our attitudes toward them. Though we may think first of the many things we shall do for our guests, we should not forget that this doing for others makes us better persons.

Guests should be considered a pleasure, and even a privilege, rather than a duty. Such feelings as "I just must invite Mary Jane to my home" or "I have to give a party to pay back everybody" do not express the right attitudes toward guests. If guests are a burden to us and give us no pleasure, there is either something wrong with us or with the situation.

Important in our attitude toward guests is our desire for

company. Some families keep "open house," with guests constantly coming and going. There are always gay laughter, pleasant conversation, and something going on. It may be difficult to have time for the give-and-take of intimate family living under such conditions. It may be difficult to stretch the family's money to provide for so much hospitality without neglecting other needs of the family. In contrast to this, some homes refuse to spend any time, money, and effort in entertaining guests at all. These homes are likely to lack an interest and sparkle which they need. Perhaps a middle course in plans for our hospitality is best, just as it is in nearly all other matters.

Things to do

1 Decide how you should act toward your mother's guests; your father's guests; your sister's guests; your brother's guests.
2 Decide how other family members should act toward your guests.
3 Describe, without mentioning names, a family that has too few guests and one that has too many. Point out good and bad features in each case.

3 *How can we entertain guests?*

There are many ways in which we can entertain guests. Some are intimate and others are not; some are expensive and others are not; some require much time and thought and others but little. Making the right choice is an important responsibility in entertaining.

Among the first things to consider are our income and our standard of living. Our entertaining should always be in keeping with these. Next in importance are the size of our house and the amount of help and free time we have. These things limit the type and extent of our entertaining. The interests of our guests must be given thought. We should plan for our guests the type of events which they like. It would be a mistake to ask a girl to a "slumber" or

COURTESY ANNA E. HUSSEY

• Visiting with friends is the most important part of the fun when we have an informal tea. These girls are having a "practice" tea party in the school home living room.

overnight party if we knew she would not enjoy it, or to ask her to go to the movies if they bore her. Bringing together people who like to do the same things is a good basis for successful hospitality.

The type of entertainment common in our community influences our choice. In certain mountain towns the usual entertainment is a "coffee pot." This is a hike up the mountain, ending in a bonfire on which the coffee pot bubbles and boils. Good fellowship prevails; the fun is entirely informal. In the large city, musical matinees and parties at the dancing school may be popular ways of entertaining. At both of these, one's manners and dress are more formal than at the "coffee pot." Any way of entertaining will be successful in its right place, but it will be a failure if attempted elsewhere.

Guests may be entertained by an informal, chatty "at

home," where one or more persons stop to visit for a few minutes or longer. Food may or may not be served. Often women and girls take their work along and mend, knit, or sew. Guests also may be entertained at tea. This may be informal or semiformal, as desired. The guests visit awhile or listen to a planned program. Then they are served with tea or other beverage and accompanying foods and soon take leave.

Guests may be entertained at the theater or movies. If there are several guests this is called a theater party. After the show is over, refreshments may be served either at home or at a snack shop, if you wish, although this is not necessary. Picnics, hikes, and hayrack rides, are other informal ways of entertaining. They are very popular with people who enjoy being out-of-doors. The food always contributes largely to the success of picnics and hikes. It may be simple and cost little, but if it is well prepared the "sauce" of fresh air and exercise makes the meal fit for a king. Both small and large groups can be entertained at picnics. Fortunately, almost everyone enjoys this type of hospitality.

Parties are a favorite way of entertaining. Usually they are held at home, but school and church parties are common. Old and young alike enjoy them. At a party some of the time may be spent in games and some in chatter. Light refreshments are served. Parties are usually given in the afternoon or evening.

Guests may be entertained at meals. This is a favorite way of extending hospitality. It gives an opportunity for more intimate contact than is possible through some of the other ways. Guests may be invited for breakfast, luncheon, supper, or dinner. The meal may be a family one which requires only setting on another plate. It may be a company meal, for which special dishes are planned and served. An invitation to "break bread" with a family is a real honor and has long been so considered.

Guests are sometimes invited for a week end or for an extended visit in our homes. Relatives and close friends

are those most commonly entertained in this way. Such visits should be made only on invitation, and require special planning to make them highly successful.

Things to do

1. Name and describe ways of entertaining guests common to your community; to a community in which you sometimes visit.
2. Make a list of your friends and relatives. Decide the type of entertainment each would enjoy most.
3. Name some inexpensive ways of entertaining guests.
4. Decide to which you would feel more honored to be invited: a family meal or an elaborate company meal. Write a paragraph giving your reasons.

4 *What are our responsibilities as hostesses?*

The hostess is the girl or woman who extends the invitation and plans for the entertainment of guests. The host is the boy or man who does the same. There are certain responsibilities which are accepted by hostesses and hosts. How well we carry them determines much of the success and pleasure of our entertaining. Because these duties of hostess and host are much the same, we are considering here only the duties of the hostess.

The hostess must first decide upon the guest or guests she will invite, upon the way that she will entertain them, and upon the date. She may need to discuss the matter with other members of her family and reach a decision satisfactory to all. She must know that her mother will be at home, that no other members of the family have made plans for use of the home, and that there is no other reason why the date would not be convenient. Failure to check on this has led to many an embarrassing situation. One girl found that painters were in control of the kitchen on the day when she had a guest coming for lunch. Another discovered that all the upholstered furniture had been sent to be cleaned on the date of her tea party.

The hostess's responsibilities vary with the type of function that is being given. A guest for supper or an informal afternoon "at home" for neighborhood friends brings only a few responsibilities, while a dinner party brings many. The hostess should plan all the details of decorations, entertainment, and food to be served well in advance of the event. She should have everything well in hand before the guests arrive. The hostess who is still preparing for the party when the guests come can give little attention to them. She falls far short of carrying her responsibilities properly.

The hostess should dress in keeping with the event. She should be well groomed and look her best. However, she should dress so that no guest will feel embarrassed. It is poor taste to try to outdress one's guests and thereby make them feel ill at ease. The hostess should allow ample time for dressing so that she may be ready before her guests arrive without too much hurry. She should be well poised and at ease. The fluttering hostess rushing here and there takes from the pleasure of her guests.

The hostess should greet her guests in a cordial manner and make them feel welcome. This assures the guest that she is wanted and brings about a friendly atmosphere in the group. The hostess should make sure that her guests know each other, and those who do not should be introduced. The following are examples of gracious and informal ways of doing this: "Mary, I should like you to know Alice." "Ruth, may I present my cousin George?" If an older person is being introduced, the form would be something like this: "Mother, this is Beulah, my partner in the Home Economics class" or "Miss Black, I wish to present my father. Miss Black, you know, is my history teacher." If introductions have been overlooked, guests should introduce themselves. This is much better than standing around aloof and alone. One way to introduce oneself is to extend the right hand and say, "I am Louise Hill." The response should be a grasping of the hand, with the statement, "I am Frances Martin."

The hostess should visit with her guests, seeing that all have a happy time. If the function is a large one, she should ask a friend or two to help her, so that attention can be given to all the guests. These friends are really assistant hostesses and share in making the event a pleasant one for the guests.

Any necessary changes in plans should be made quietly and smoothly so that the guests are unaware of them. The well-poised hostess is able to do this. Unusual occurrences or accidents, such as the spilling of a cup of tea or the dropping of a spoon, should be paid no attention. The guest who has been thus embarrassed should be set at ease. Any lack of courtesy or any bad manners on the part of the hostess reflects adversely upon her, whether it comes from ignorance or from rudeness.

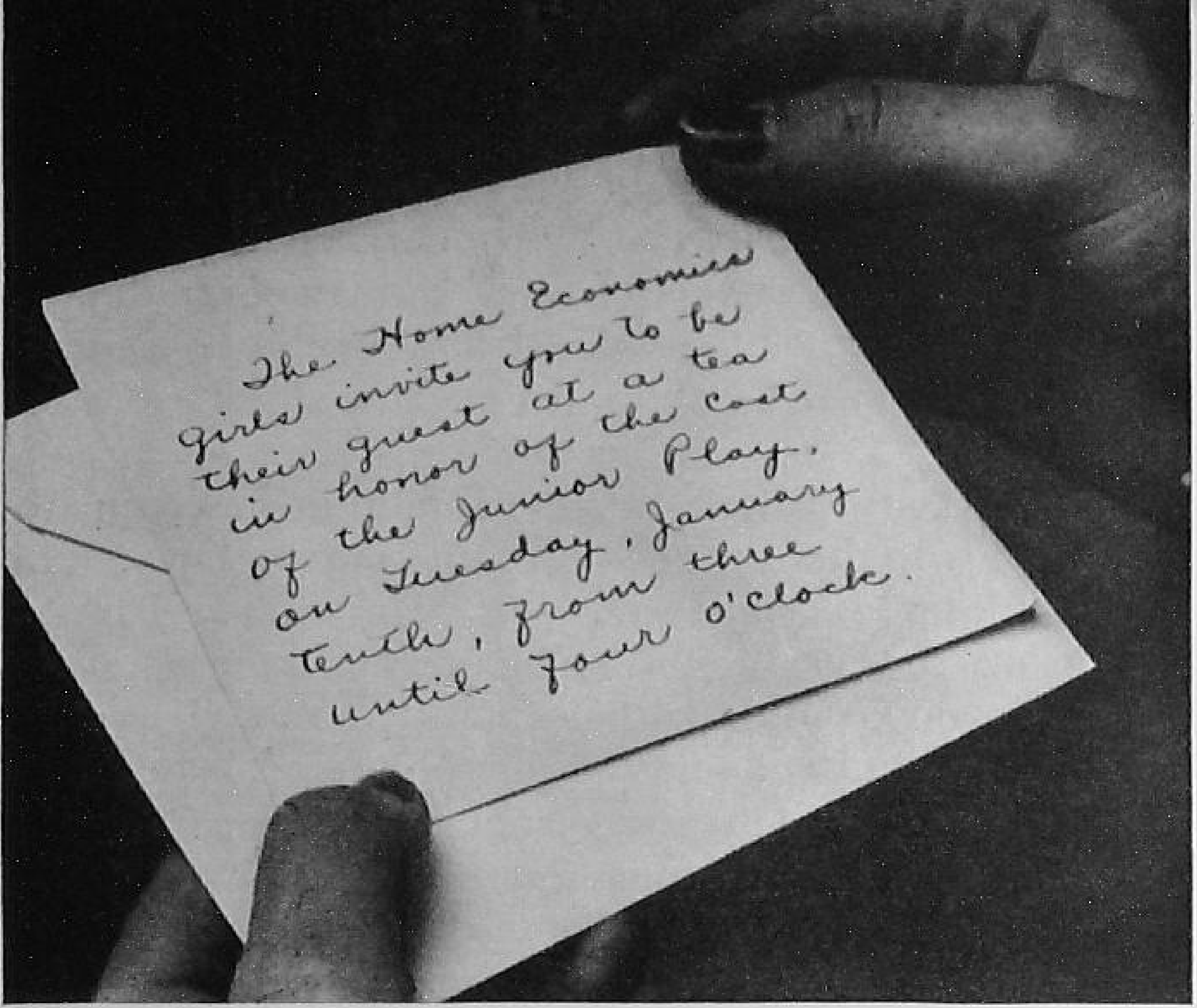
The hostess should be in a convenient place for the guests to take their leave of her. She should be ready to tell them good-bye and to receive graciously any words of appreciation.

Things to do

1 Practice greeting and taking leave of a hostess; practice greeting guests and saying good-bye to them.
2 Practice visiting with guests.
3 Describe how a hostess should dress for occasions such as a family dinner with one guest; company supper for an out-of-town family; informal tea; a party; a school dinner; a theater party; a picnic supper.

5 *How shall we invite guests?*

If we could go far back into the history of man, we would find that invitations were first given by pounding on a stretched skin or by making loud calls to indicate that a kill had been made and that there was food for all. Later, when spoken words came into use, runners or messengers carried by word of mouth to people far away the invitation



COURTESY WHAT'S NEW IN HOME ECONOMICS

• The invitation to a tea should be neatly written on stationery chosen for its good taste.

to the feast. After the development of writing, written invitations became possible.

Today invitations are still by word of mouth, or oral, and by note, or written, as they were long ago. However, we make much use of the telephone and the post or mail in inviting guests. Though the oral invitation is thought by many the easiest to give, there are many difficulties that result from this method. The guest may not understand the date, the time, or the place. The hostess may not have a record of the invited guests and may not know just who is coming. The invitation given orally to someone to pass on to another is even less satisfactory. The invitation may not reach the intended guest. The hostess may not be sure whether or not the invitation was received until the guest arrives or fails to do so. The written invitation prevents these difficulties.

The type of invitation depends upon the kind of hospi-

tality extended. An informal function requires an informal invitation. It may be given orally or written, as desired. Sometimes the hostess speaks directly with the persons and knows immediately whether or not they will accept the invitation. Sometimes she finds it more convenient to write the invitation. Functions for which informal invitations are extended include parties, teas, family meals, company meals, picnics, house parties, and theater parties.

A semiformal function requires a semiformal invitation, which is written or, occasionally, printed. Semiformal functions include school dinners and banquets, parties, dances, and teas.

Most of us, however, entertain informally more than we do semiformally and are more interested in the invitation for informal events. Informal invitations given orally should be correctly worded and in an interesting way. They should be cordial and should indicate a sincere desire for acceptance. Whether given in person or over the telephone, the form and expressions used are much the same. Examples of such invitations follow:

"I am having a fireside tea Sunday from 5 to 7 and, of course, want you to come. Will you bring Janet Hill, the new girl next door?"

"Elise and I are having a kitchen shower for Miss Roper Tuesday evening at eight. Will you join us? The colors for her kitchen are green and white. Do write one of your clever little verses to add to the fun."

"I am planning a surprise birthday party for Mother Thursday evening at 7:30. Will you come? If you meet at our east door about 7:25, I believe we can make it a real surprise."

These same invitations might also be written. In such cases, the guest should be addressed in a friendly way as, "Dear Jane," and the invitation should close in a friendly

way with the hostess' name at the end, as "Sincerely yours, Ruth."

Written informal invitations are sent by mail or special messenger. They are written neatly and carefully on regular correspondence stationery. The words should be spelled correctly, and commas and periods should be where they belong. Often one's personality can be shown in an invitation and so add interest to the event. Several examples of written informal invitations are given below. Notice that the second example is in the form of a rhyme.

Dear Faye,

Several of the girls are coming over Wednesday afternoon at 2:30 for a talk-fest and knitting. Will you join us?

Sincerely yours,
Beth Foster

Next Friday night is Halloween,
The time when witches and ghosts are seen.
Come to my house at a quarter to eight;
Remember the time and don't be late.
We are going to have a heap of fun
And put all sour faces on the run.

Grace Elizabeth Martin

Dear Alice,

Marion Hiller is spending the week end with me. You will remember that she visited me in camp last summer. Will you have dinner with us Saturday evening at 6:30? Later we plan to go to the movies.

Sincerely yours,
Opal Gardner

Dear Mabel,

Mother and I hope that you will spend your spring vacation with us. It has been a long time since you were here. If you do not come soon, we will have to become acquainted all over again.

You will need some hiking clothes for a trip to the Dells, and a warm coat for a wiener roast Saturday night.

We can meet you at Bates Junction, so you will not have that long tiresome wait there. Do let us know when we may expect you.

Sincerely yours,
Mary Jo Cline

Semiformal invitations are written or printed, usually written. They are written in the third person (that is, names are used in the wording instead of "I" or "we") and sent by messenger or by mail. Plain white or cream stationery or cards are used, with black ink. They are issued one or two weeks before the date of the event. If the function is one for which the exact number accepting must be known, a request for reply such as "Please reply" or "R.s.v.p." is often included. The letters are abbreviations of the French words meaning "please reply." Three examples follow:

The Home Economics Class of
Woodson Junior High School
Friday, March the first
Tea and Exhibit
Three to five o'clock
Home Economics Room

Miss June Delaney
Bunco
Friday, January 6
8 P.M. 603 Burke Street

The Girl Reserves of Lincoln Junior High School
desire your presence at their
Mother-Daughter Dinner
Tuesday, March 10, 6:30 P.M.
Gymnasium Please reply

Replying to invitations is presented on pages 519–522.

Things to do

1 Give an invitation to a skating party orally, in person.
2 Give an invitation to a tea over the telephone.
3 Write an informal invitation to an evening party.
4 Write an invitation in rhyme to a picnic supper.
5 Write a semiformal invitation to Home Economics Club mother-daughter dinner.

6 *How shall we entertain the week-end guest?*

An invitation to be a week-end guest always brings a thrill. For the guest, it means a few days away from home and all sorts of interesting experiences. Often new and delightful friendships are formed. For the hostess, it means a chance to share her home with her friend and enjoy a visit with her. Entertaining the week-end guest is somewhat different from entertaining one for a short time, such as at a party, at a movie, or at dinner. The week-end guest is with the hostess and her family twenty-four hours a day for several days. She becomes more or less a part of the family and enters into many of its activities.

The regular way of doing things in the household should be explained to the guest soon after her arrival, if she is expected to follow it. The hours of the meals, the bath hours of family members, any special family customs to be observed, and the general plans for her visit should be discussed with her. Such measures will help her to fit into the family easily and happily.

Opportunity should be given for the guest to meet those friends and relatives of the family in whom she is particularly interested and those who would like to meet her. Most guests enjoy seeing the town and the surrounding country. A trip to town and a visit to the favorite snack shop might well be included in the fun.

Some special entertainment is often planned. Whatever is decided upon, the event should be one that the guest would especially enjoy. It should be in keeping with the usual habits of living and spending in the hostess's family.

It should be carefully planned and carried out in the nicest way possible. A tea, a party, a dance, a dinner, or a picnic would be suitable.

Often friends of the hostess or guest assist in entertaining the guest. This is a pleasant expression of friendship which the hostess should remember to return. Such plans of friends may affect those that the hostess makes for her guest.

Frequently week-end guests are invited when some special event is scheduled, such as the "leaf-raking" or fall dance, the annual school play, or the winter sports carnival. Such attractions add to the pleasure of the guest and make the entertaining easier.

The guest should have some free time for herself. She will need some time for rest and she may need some time for care of her clothes. This free time should be so planned that she will not be embarrassed by the arrangement.

Throughout the time of her visit the guest should be made to feel welcome. Every member of the family should help in entertaining the guest in the home. They should be on their good behavior. Quarreling, fussing, or failing to do one's part may lead to hurt and misunderstanding. Members within the family may understand and forgive such actions, but others may not. The pleasure of the visit may be spoiled, and a promising friendship ended for the hostess, unless the family shares pleasantly in the entertainment. Family sharing in the entertainment usually follows naturally the family planning. A sincere welcome is given when the family cooperates in the plans.

Things to do

1 Name some customs and conditions in your home that would affect the plans for entertaining a week-end guest?
2 Plan in detail the entertaining of a week-end guest in your home.
3 Make a list of the ways in which you could help a friend entertain a week-end guest.
4 Decide the events in your community that would make interesting times for week-end guests.

COURTESY THE VISKING CORPORATION

• For an informal party refreshments may be served from the coffee table or other small table in the living room.

7 How shall we plan a party?

A party is a social event that everyone likes. It may be given at almost any hour of the day and includes some form of entertainment, often games, for the pleasure of the guests, followed by refreshments.

When one hostess gives the party, all the planning is done by her. When several hostesses give the party, the planning is done together and the results include the ideas of all. Whether one person or several are giving the party, the steps in planning are much the same.

The *type* of party to be given must first be decided. The choice may be made in favor of the easiest party to give, the most unusual one, or the one that is in keeping with the spirit of the particular season.

The *time and place* are next to be considered. Sched-

uled events, as well as the convenience of the hostesses, affect the choice of the date. The decision as to the place will depend upon the type of party and the number of guests invited.

The *amount of money* to be had for the party is important in the planning. It often determines the type of party as well as the number invited. However, there is little relation between the money spent and the good times to be had at a party. It is surprising how far a little money will go when the right kind of planning is done. Cleverness and originality are much more important. The money, even though spent for a party, should be in keeping with what one can afford and with the standards of the community. Extravagant parties are never in good taste.

Making the guest list is next in order. This is always a problem, but an especially difficult one when there are several hostesses. Some basis for selecting those to be invited is necessary. No matter how large or how small the party, some limits must be made.

Guests must, of course, *be invited.* This means that the invitations must be planned and given. If there are several hostesses, this responsibility must be definitely assigned. The type and form that will be used and how and when the invitations will be given must all be decided.

The *choice of the food* to be served must be made. In this, the type of party and the time of year have much to do with the plans. For example, doughnuts and cider, cherry pie with whipped cream, watermelon, and mincemeat sundae all have their season. Sometimes a special idea or color scheme influences the choice of food, just as it does our plans for the decorations. For example, a Valentine party may have as refreshments cherry ice and white cake, and the table decorations may be a bowl of red carnations and red paper hearts on a white cloth.

Plans for the *entertainment* of the guests are most important. Plenty of time should be given for their perfection. The entertainment is really what makes the party. The

COURTESY MRS. ANNA STOFFER

• All hands on deck! With willing workers, getting ready for the party can be almost as much fun as the party itself.

fun is remembered long after the other things are forgotten. The games to be played should be chosen and the necessary equipment assembled for them. If contests are to be held, similar preparation should be made. If the choice is stunts, group singing, or dancing, plans must be made ahead of time so that the necessary things will be on hand. It is well to have more entertainment planned than may be used, in case it becomes necessary to make changes. The entertainment should never be left to chance or for guests to plan after they arrive.

When there are several hostesses, the responsibilities should be divided as fairly and equally as possible. The time at which all the duties are to be done should be thoroughly understood. A good procedure is to have one hostess be the chairman who is in charge and to whom the others report. For a class party there will be needed a general chairman and various committees with a chairman for each.

COURTESY MRS. ANNA STOFFER

• Plan games that everyone can take part in and you will be sure that your party will be enjoyed by all.

Things to do

1 Make general plans for a class or all-school party.
2 Make general plans for a party that the class could give in a home.
3 Make general plans for a party to be given by you in your home.

8 *What shall we do at our party?*

A party is a good way to bring people together for a pleasant social visit. Therefore what we will do for fun is most important. For upon our choice depends much of the success of the party. The entertainment should be such that the guests will enjoy it. It should also be suited to the type of party being given. Suggestions for things to do at various kinds of parties follow:

Get-acquainted games

1. Pin on each guest a piece of paper with his name written on it. Give each guest a piece of paper and a pencil. Then see who

can meet the most persons and write down their names in a given length of time.

2. Have each guest introduce two people to two others.

3. Cut out well-known advertisements from magazines. Remove or cover the names of the products and pin the pictures around on the walls. Working in groups of two or three, have the guests try to name the products advertised.

Outdoor games

Drop-the-handkerchief. All but one who is "It" form a circle. The "It" has the handkerchief and runs around the outside of the circle several times, dropping the handkerchief behind someone. She tries to do it when the person is not looking. The "It" tries to get around to the person's place without being touched by her. As soon as the person sees the handkerchief is behind her, she picks it up and tries to catch the "It." If unsuccessful, this new person then becomes the "It" and so it goes. Sometimes the game is made more difficult by putting those "Its" who are caught in the center of the circle. The only way they can get themselves out is to steal the dropped handkerchief and catch the "It."

Relays. Players are divided into a number of equal teams with a captain for each. Each team does the same things. Players are lined up equally and at a given signal all of the teams start. The team finishing first wins. The captain of each team starts first. Each player must wait until the one ahead of her finishes before she starts, going to the end of the line when she has completed her run.

1. Carry a potato on a teaspoon a given distance and back without dropping it.
2. Carry navy beans on a knife.
3. Run to a chair, untie the shoestrings of one shoe, take the shoe off, put it on, tie the strings, and run back to the starting place.
4. Run to a designated place, remove the pillowcase from a pillow, put it back on, and return to starting place.

Informal indoor games

Fruit basket upsets. The players sit in a circle around the room. One player is named as "It" and stands in the center. Another player whispers to each one the name of a fruit. The "It" calls for two or more fruits to exchange places. As they do this, she tries to obtain a chair. If she is successful, the player who lost her

chair becomes "It." Whenever she desires, the "It" can call, "Fruit basket upsets!" and every player changes places. The "It" tries to obtain a chair, and the loser then becomes "It."

Malaga grapes. The players sit in a circle. The player who is "It" takes a parasol or cane and, looking at it all the time, lifts it back and forth in front of herself as she says, "Malaga grapes are very fine grapes but the grapes of the North are better." Then she hands the parasol or cane to the player at her right for her to do the same. This continues until the players have caught on to the trick. The trick consists of the player clearing her throat slightly before beginning the lines.

Hot or cold. The "It" goes out of the room. The players decide on some object in the room. The "It" comes in and discovers the object by the players calling "hot" as she nears it and "cold" as she goes away. When she guesses correctly, she chooses the next "It."

Card games and similar games. Rook, dominoes, authors, old maid, checkers, chess, sticks, Chinese checkers, lotto, bingo, pollyanna, and parchesi can be played by a small group, each player trying to get the highest score, working independently. Lotto and bingo can also be played by large groups.

Progressive games. In the above games, and in many other card games, the guests play seated at tables. To play progressively, usually four are at a table, opposite players being partners. At the end of a certain period of playing, often fifteen minutes, a signal is given. Then the winning partners at each table progress to the next higher table and change partners. This is done all evening, and at its close those having the highest scores receive prizes. Tally cards on which to record scores are necessary for the players. The game of Hearts is suitable for progressive playing and provides a nice way of entertaining eight or more guests. It is played as follows:

Wooden cubes of ½ to ⅝ inch have the letters H E A R T S printed on them, one on each side. Six cubes are necessary for each game. Each player shakes the "dice" a few times and throws them on the table. The count is:

HE .... 5 points
HEA ....10 points
HEAR ....15 points
HEART ....20 points
HEARTS ....25 points
4 H's cancel the score.

When it is time to progress, partners add the score and put the total on the tally card and change places.

Contests. Contests add to party fun, but should not be too difficult for the guests to answer easily and quickly. They must be prepared before the party, and pencils should be supplied. Hostesses often enjoy planning original ones themselves.

"Number, please" is one of these games. Fill in the blanks with a number that correctly completes the statement. The answers are numbers that are most often associated with the rest of the phrase. (The correct answers are given below.)

1. The house of .... gables.
2. The spirit of ....
3. Friday the ....
4. He ran like ....
5. She is one of the .... in society.
6. Everything was at ....'s and ....'s.
7. The .... musketeers.
8. She is a perfect ....
9. The .... horsemen of the apocalypse.
10. A .... by .... person.
11. Over the top at the .... hour.
12. He arrived at the .... hour.
13. The .... nighter.
14. .... nights in a barroom.
15. The animals went in .... by ....
16. .... is company; .... is a crowd.
17. ...., ..., buckle my shoe.
18. ......, ..., shut the door.
19. Possession is .... points of the law.
20. The .... ages of man.

Answers:

1. 7	6. 6; 7	11. 0	16. 2; 3
2. 76	7. 3	12. 11th	17. 1; 2
3. 13th	8. 36	13. 1st	18. 3; 4
4. 60	9. 4	14. 10	19. 9
5. 400	10. 2; 4	15. 2; 2	20. 7

In "What shall *he* wear?" the answers are names of fabrics and should be written in across from each character.

The Fisherman (*net*)
The Salesman (*canvas*)
The Banker (*checks*)
The Scotchman (*plaid*)
The Sunshine Enthusiast (*rayon*)
The Editor (*prints*)
The Osteopath (*rubber*)
The Pipe Smoker (*velvet*)
The Unfortunate Flyer (*crash*)
The Tourist (*outing flannel*)
The Farmer (*gros grain*)
The Broker (*tape*)
The Blindman (*felt*)
The Chairmaker (*satin*)
The Swindler (*slicker*)
The Friar (*monk's cloth*)
The Dairyman (*cheese cloth*)

Another way is to have tiny samples of the materials listed above to be pinned in the proper space instead of written. A contest called "Prominent People in Our Community" is a good one. The names of people well-known locally are used, such as *a crafts-man* (Smith); *a metal man of great worth* (Goldman); *a cereal* (Rice).

Stunts and charades. Games in which the group is divided into actors and audience are popular. Stunts and charades are the commonest of these. In both of these the guests are divided into two groups and each group entertains the other with a stunt or charade. In the charade, the acting presents a word, phrase, or statement to be guessed by the audience. The stunt is usually amusing and entertaining and requires nothing but the attention of the audience.

Group singing. For group singing a leader is needed, and a pianist helps. Songs should be planned ahead of time and song sheets provided if needed. Old and new popular songs, folk songs, and even church songs are used.

Folk dances and play-party games. Folk dances and play-party games are enjoyable if there is sufficient room for the guests to take part. Folk dances require music—such as piano, phonograph, or string instruments—and a leader who knows the various steps and formations of the dances. Virginia reel, grand march, Highland fling, and Irish lilt are popular folk dances.

Play-party games are much like folk dances, except that in play-party games the players furnish the music by singing. "Jolly is the Miller," "Captain Jinks," "Old Dan Tucker," and "Skip to My Lou" are examples of these.

"Jolly is the Miller" is played in this way: Players arrange them-selves in couples and then form a circle, the boys on the outside

and the girls on the inside. Each girl takes her partner's arm, and they all start marching around, singing.

> "Jolly is the miller who lives by the mill;
> The wheel goes round with a right good will.
> One hand in the hopper and the other in the sack;
> The ladies step forward and the men step back."

The players do as the last lines suggest, and each has a new partner. This is repeated again and again until the players wish to end the game. Phonograph records are now available for this and other songs for play-party games.

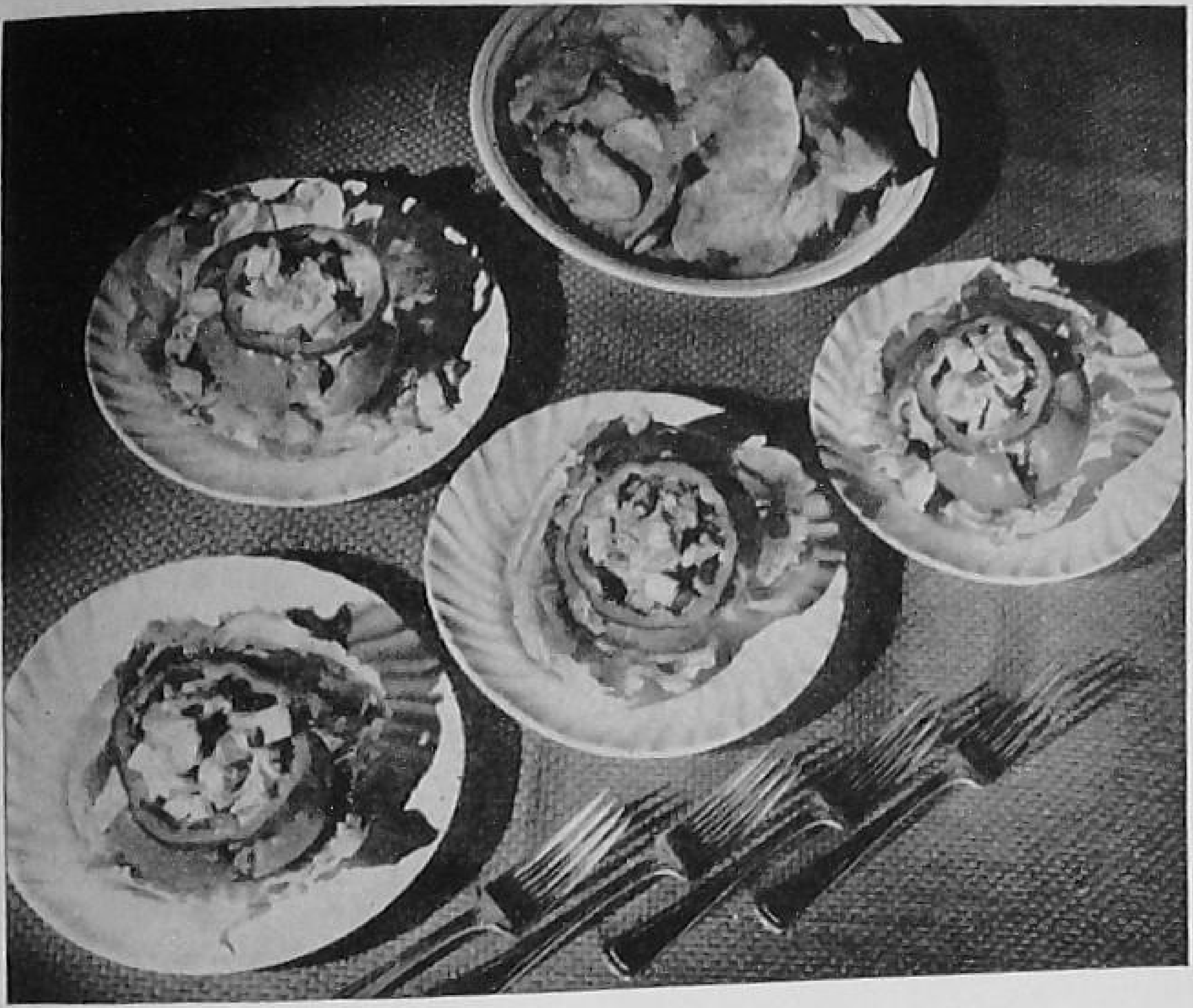
Social dancing. Social dancing requires even more space than folk dancing and play-party games, and it requires good dance music. The phonograph, radio, or friends or family members may furnish the music for dancing at informal parties. For semiformal occasions, such as school or club parties, an orchestra may be hired

Things to do

1 Plan the entertainment for a class party to be given in a home.
2 Plan entertainment for a class or school party to be given at school.
3 Plan the entertainment for your own party in your home.
4 Plan some original games for a party.

9 *What shall we serve at our party?*

Refreshments are an important part of a party, even though no great amount of food is served. The food served at a party is much lighter than at a meal. Two,, three, or four foods may be included. These may vary from the simplest and plainest of food to that which is rich and more elaborate. Punch and wafers are familiar refreshments, as are ice cream, cake, and salted nuts. Often the hostess tries to serve something different and unusual. In party menus, perhaps more than in any other, we want to be original. If time and thought are given to the planning, interesting and different menus may result.



COURTESY ARMOUR AND COMPANY

• A salad, potato chips, a beverage—and maybe a sandwich—make a different party menu.

Refreshments should be planned in relation to the kind of party. For outdoor parties, such foods as hamburgers, "hot dog" sandwiches, potato chips, lemonade or cider, and ice cream cones are often served. At an afternoon card party in winter, a salad, chocolate, hot rolls, and jelly are suitable. At an all-school party, hot spiced cider and doughnuts are always well received. Candy and popcorn are also favorites with many.

Certain foods have come to be served at certain seasons and times. Pumpkin pie, apples, doughnuts, and cider seem to belong to Halloween; plum pudding and fruit cake to Christmas; cherry pie and cherry puddings to Washington's Birthday; green-colored foods to St. Patrick's Day; and eggs to Easter. These associations, as well as many others, influence us in planning our party menus.

Sometimes the hostess wishes to carry out a color scheme in her food. She uses either pink, red, orange, brown, green, or perhaps two or more colors together. The use of a color scheme may make attractive refreshments, but it requires detailed planning. For a color scheme one should rely upon the natural color of the food and not use artificially colored food which may give queer and unpleasant effects.

The hostess planning party refreshments should always consider the money to be had; the time required for food preparation and service; the utensils, dishes, and silverware needed; and the ease with which the food can be eaten from a plate held on the lap or in the left hand.

Here are some party menus that are popular for various seasons:

Spiced fruit punch
Date cookies

Lemonade
Assorted sandwiches

Hot cider
Gingerbread

Orange sherbet
Vanilla wafers

Jellied fruit, whipped cream
  or evaporated milk
Sponge cake
Hot chocolate

Chicken salad
Olives and pickles
Hot rolls
Spiced tomato juice

Ice cream and cake are always pleasing refreshments. Both can be varied to fit color schemes and the requirements of special seasons and days.

Things to do

1 Plan the refreshments for a class party to be given in the home.
2 Plan the refreshments for a class or all-school party to be given at school.
3 Plan the refreshments for a party of your own.
4 Estimate cost of each of the above menus.

10 *How shall we prepare and serve devil's food cake?*

Devil's food cake is a butter cake like the standard cake or plain butter cake which we have already made (see pages 278–279). It differs from the standard cake in its ingredients and way of mixing. It is a well-liked cake and one that does not dry out quickly. Two recipes are given; one uses only sugar and the other sugar and brown sirup.

Devil's Food Cake (Made with Sugar)

The following utensils will be needed: mixing bowls, measuring cup and spoons, sifter, mixing spoon, pan, Dover egg beater, spatula, knife, cake pans, cake rack.

Part 1

2½ sq. chocolate cut in pieces, *or*	½ c. sugar
½ c. cocoa	½ c. sweet milk
	2 t. vanilla

Put the chocolate or cocoa, sugar, and sweet milk in a pan and cook 5 minutes, or until thick, over a low flame, stirring constantly. Remove from the fire. When the mixture is cool, add the vanilla flavoring.

Part 2

1 c. sugar	2 c. flour, sifted before measuring
½ c. butter or substitute	1 t. soda
2 eggs, beaten separately	½ t. salt
1 c. sour milk	1 t. fat for oiling pans

Cream the butter, add sugar, and continue creaming until it is well mixed. Add beaten yolks of eggs. Sift the soda and salt with the flour. Add in small amounts alternately the sour milk and the sifted flour to the creamed mixture.

Add Part 1 mixture to Part 2 mixture. Fold in stiffly beaten whites of egg.

Turn into oiled cake pans and bake in a moderate oven (350° F.) about 20 minutes.

Two girls—¼ recipe.

COURTESY WALTER BAKER'S CHOCOLATE

• After the white icing was put between the layers of the cake, a little melted chocolate was added to the icing used to cover the outside.

Devil's Food Cake (Made with Sirup)

The following utensils will be needed: mixing bowls, double boiler, mixing spoon, measuring cup and spoons, spatula, Dover egg beater, sifter, cake pans.

1½ c. flour
1 t. soda
½ t. salt
⅓ c. butter or butter substitute
½ c. brown sugar
¾ c. dark corn sirup
1 egg beaten
1 sq. unsweetened chocolate
¾ c. sour milk
¼ t. fat for oiling pans

Mix flour, soda, and salt. Cream butter and sugar and then add the sirup, beaten egg, and melted chocolate, mixing well. To this mixture, add the milk and dry ingredients, alternately. Oil cake pans and pour the batter into the pans. Bake for 20 minutes in a moderate oven (325°–350° F.).

Two girls—⅓ recipe.

If an icing is desired, the "seven-minute" icing is one that is easily made. The recipe for this icing follows:

"Seven-Minute" Icing

The following utensils will be needed: double boiler, Dover egg beater, measuring cup and spoons, spatula.

1 egg white	1 c. sugar
⅛ t. cream of tartar	Few grains salt
⅓ c. boiling water	½ t. vanilla

Combine sugar, salt, cream of tartar, and water in the top part of the double boiler.

Place it over the lower part of the double boiler containing boiling water and place it on the flame.

Add unbeaten white of egg. Begin beating with an egg beater and continue about 7 minutes. Remove from the fire and beat until the icing is thick enough to spread. With a spatula spread icing between the layers of cake and on the top and sides.

Two girls—entire recipe.

Devil's food cake is cut in individual pieces and served on a large cake platter or on individual plates. It is eaten with the fingers or with a fork.

Things to do

1 Judge and compare the cakes made.
2 Figure the cost of the two cakes; of one serving of each cake.
3 Suggest foods to serve with devil's food cake.
4 Compare other devil's food cake recipes with these two.

11 *How shall we prepare and serve vanilla ice cream?*

Vanilla ice cream is a favorite. It is made of cream, sugar, and vanilla, and is usually frozen in a crank freezer.

Vanilla Ice Cream

The following utensils will be needed: double boiler, measuring cup, measuring spoons, mixing spoon, ice cream freezer.

- 4 c. thin cream (coffee cream)
- 1 c. sugar
- 3 t. vanilla
- Few grains salt

Heat ⅓ of the cream in a double boiler and add sugar. Stir and keep warm until the sugar is thoroughly dissolved. Remove from the hot water, add the remainder of the cream. When entirely cold, add vanilla, then freeze.

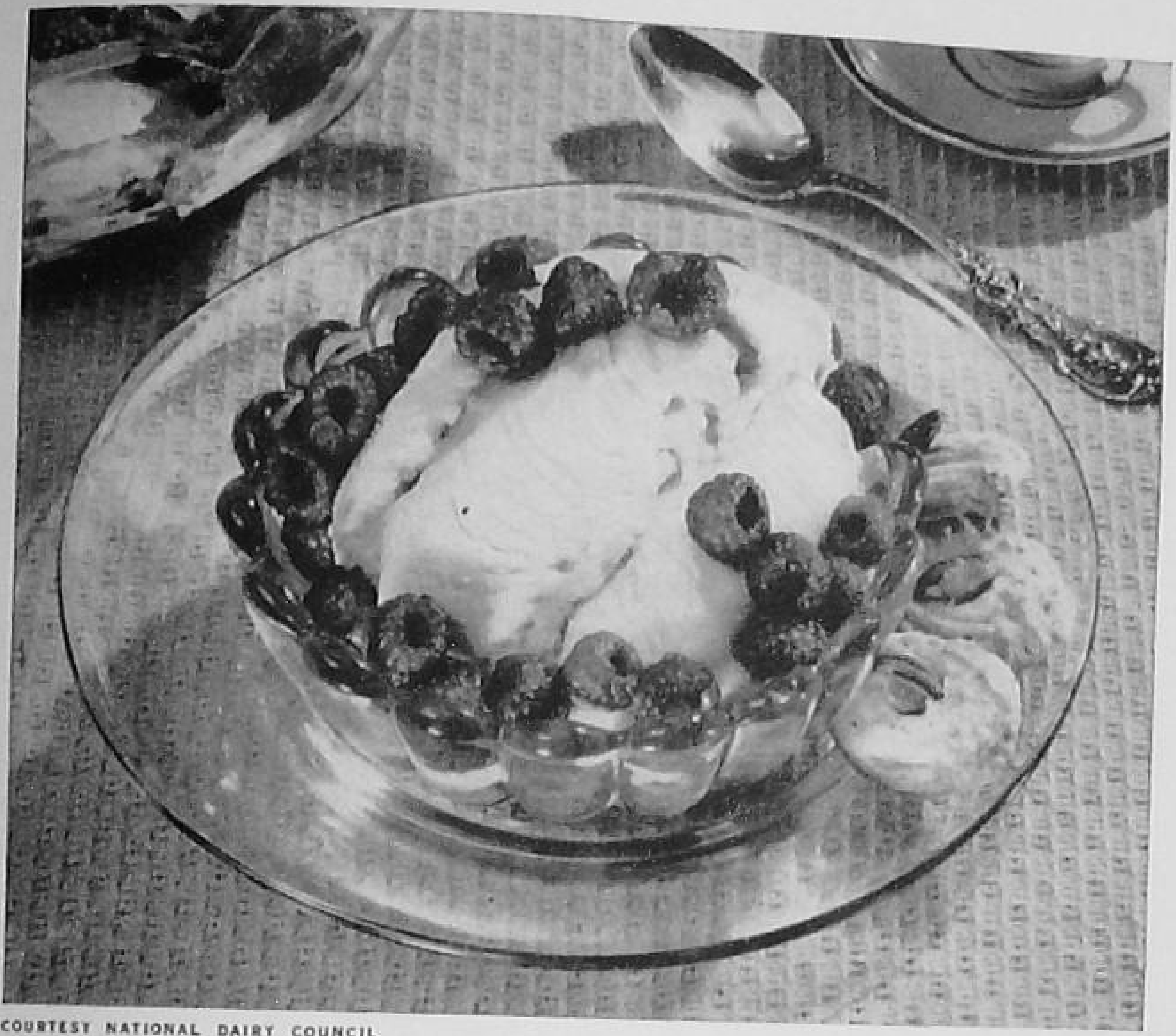
Two girls—¼ recipe.

Freezing

Put all parts of the freezer together and test it. Scald the freezer and cool it thoroughly. Fill it ⅔ full with ice cream mixture, and place in position ready for freezing.

Crush the ice evenly into small enough pieces to fit in well around the freezer. Use rock salt. Mix the ice and salt in the proportion of 6 or 8 parts of ice to 1 part of salt. Pack the ice and salt mixture around the can. Turn the crank slowly at first until the mixture begins to stiffen. Then turn rapidly until the mixture is firm.

If the ice cream is to stand some time before serving, the water from the melted ice should be drained off. The top of the can should be wiped carefully and the cover removed. The dasher is then taken out and the cream packed down. The ice cream is covered with waxed paper, and the opening in the cover of the freezer can is plugged with a cork stop er and replaced on the can. Ice and salt in the proportion ½ 4 parts of ice to 1 part of salt are packed firmly



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• Ice cream is a year-round favorite. Topped with fresh fruit and served with cookies, it can't be excelled as a dessert or party dish.

around the can and well over the top. The freezer should be covered with burlap or other heavy covering.

Vanilla Ice Cream (Mechanical Refrigerator)

The following utensils will be needed: two mixing bowls, measuring cup, measuring spoons, mixing spoon, egg beater, refrigerator ice tray.

- 1 c. medium cream or thin cream with whipping powder or liquid added, or evaporated milk
- 2 egg whites
- 1/4 to 1/3 c. sugar
- 1/2 egg yolk, if cream-colored ice cream is desired
- 3/4 t. vanilla
- 1/4 t. lemon

Whip the egg whites until they are stiff and add sugar, stirring lightly until thoroughly mixed. Whip cream or

milk; when thick, add egg yolk if used, vanilla, and lemon. Add the egg white mixture to the cream mixture, stirring lightly. When well combined, pour into the ice tray and place in freezing compartment of refrigerator. Turn regulator to a low temperature and leave for 4 or 5 hours. When frozen, turn regulator back to the regular temperature.

Two girls—¼ recipe.

Ice cream is served in a saucedish or sherbet dish placed on a salad or dessert plate. It is eaten with a spoon. Ice cream is sometimes served on or with cake on an individual salad or dessert plate. When served in this manner, it is eaten with a fork.

Things to do

See "Things to do" on page 391 for suggestions.

12 *How shall we plan a tea?*

The steps in planning a tea are much the same as those in planning a party, although the actual plans are different. If one person is giving the tea, the plans must all be made by her. If several are giving the tea together, the plans are made by the group and the responsibilities and expenses are divided among them. In case of a class or school tea, a general chairman, committees, and committee chairmen will be needed.

The *type* of tea that is to be given must be decided upon first, since all plans depend upon this. A semiformal tea requires semiformal invitations, decorations, food, service, and even entertainment. For an informal tea the plans are less elaborate.

Next for consideration are the *time and place*. An hour and day convenient for all and a place suitable for the tea must be found. Some homes are just right for an informal tea. Other homes provide nicely for a semiformal tea.

The *amount of money* that one has to spend for the tea

is important. A tea may cost much or little. Decorations and entertainment may increase the expense, even though the food costs are small.

The *guest list* should be made early in the planning. For an informal tea, sometimes only a small number are invited. This makes a chatty, homey sort of party, usually simple and not expensive. For a semiformal tea, a large number of people may be invited. In such case, the guest list will be rather long, and may include many who are mere acquaintances.

The *invitations* may be given orally, written, or printed, according to the type of the tea. Whatever method is used, the invitation should be given in the correct manner. An invitation poorly given makes a bad impression upon the guest before attending the tea.

The *decorations* should be carefully planned. These are frequently much more elaborate than at a party or a company meal. The tea table is the center of the decorations and should be arranged attractively. Other surfaces, such as the buffet, bookcases, and table tops hold decorations also. Flowers, winter greens, plants, and candles are the chief decorations used. Lace and other beautiful tablecloths and doilies are used to add to the charm of the occasion. Silverware, chinaware, and glassware are also a part of the decorations.

The *food* to be served should be in keeping with the type of tea. It should be well prepared and should be in harmony with the decorations.

Plans must be made for the *entertainment*. At a small informal tea the entertainment consists merely of friendly visiting in a comfortable room. At a large tea, if visiting is to be the means of entertainment, several friends should be asked to help see that guests meet old friends and make new acquaintances. Sometimes a short program is given at a tea. Frequently music is provided all through the tea hour. The semiformal tea is apt to be stiff unless definite plans are made to prevent this.

Someone should be responsible for *meeting the guests* at the door. Except at a very small tea, the hostess will not have time to do this. Sometimes at a semiformal tea there is a receiving line in which the hostess and one or two friends stand to meet the guests as they come.

The hostess or hostesses and those assisting should dress in keeping with the type of tea. This is one kind of party in which the hostess or hostesses may dress up a little more than the guests and still be in good taste.

Things to do

1 Plan an informal class tea.
2 Plan an informal home tea.
3 Plan a semiformal class or school tea.

13 *What shall we serve at our tea?*

The food served at a tea should be dainty and attractive. Small sandwiches, closed or open face, tiny cookies and cakes, little cream puffs, small crackers, candies, nuts, ices, and a beverage make up the list of foods from which the tea menu is chosen. The food served at an informal tea is plainer and simpler than that served at a semiformal one.

Except in a very small informal tea, a color scheme is usually carried out in the food and the decorations of the tea table. Often these are in keeping with the season or with some special event. Pale colors, such as lavender, pink, green, and yellow, are the ones most used. Orange and brown are suitable for a fall tea; red and green for a Christmas tea; and red and white for a February tea on Valentine's Day or Washington's Birthday.

Both hot and cold beverages are served at teas. The most common ones are tea, Russian tea, fruit punch, cider, grape juice, coffee, chocolate, and fruit-juice "freezes." Grownups usually serve coffee, tea, or a beverage containing tea. Girls and boys, as a rule, serve the other beverages,

especially the fruit ones. Whether a hot or iced beverage is served depends upon the season, a hot one being preferred in the winter and an iced one in the summer. The other foods are selected in relation to how well they go with the beverage. Often this is a matter of personal taste. An informal tea may include only one other food besides the beverage. For a semiformal tea, several foods other than the beverage are served.

As a rule, the food is served from a central table which is made as attractive as possible. The food, dishes, silverware, and other things are arranged in a convenient and artistic manner on the table. If the beverage is to be served by someone seated at the table, one end of the table should be prepared for this.

At a small tea the hostess may serve the beverage herself. At larger teas one or more friends are asked to serve. Help is needed to keep the dishes filled with food and to replace plates, cups, and silver. Sometimes the daughter in the family takes care of this, or a friend may do it.

Guests may pass around the table and, after the beverage is poured, take their cups and plates and help themselves to the other foods. Some hostesses prefer to have friends or waitresses assist with the serving and bring the served plate from the table to the guest. Guests may be seated in the dining room or living room, or they may stand while eating. A tea should appear to be deliberate and not hurried. A few minutes should pass after the guests' arrival before they are served. Examples of some menus for teas are suggested:

Informal Tea

Winter	*Summer*
Cider Doughnuts	Raspberry and Lime Freeze Cookies
Tomato Juice Wafers Cheese	Iced Fruit Juice Whole Wheat Wafers

Semiformal Tea

Winter

Hot Chocolate
Open-faced Sandwiches
Cookies Nuts

Summer

Iced Lemonade, Orange Slices, and Maraschino cherries
Individual Cakes
Candies Nuts

Things to do

1 Plan menus for various types of teas for different seasons.
2 Plan the refreshments for a school tea; for a home tea.
3 Estimate the cost of these refreshments.

14 *How shall we prepare and serve beverages for tea?*

Fruit beverages are widely used for teas, and both iced and hot ones are served. If an iced beverage is the choice, it should be thoroughly chilled when served. Likewise a hot beverage should be piping hot. Lukewarm beverages are never pleasing, no matter what the kind. Several pleasing fruit beverages and their recipes are suggested here as suitable for teas.

The following utensils will be needed: paring or butcher knife, measuring cups, measuring spoons, fruit juicer, tablespoon, mixing or cooking spoon, saucepan or kettle, pitcher.

Fruit Punch

3 c. strained orange juice
1¾ c. strained lemon juice
2 c. sugar or 1 cup sugar and 2⅓ c. white corn sirup
3 qts. water

Boil the sugar and 2 c. water—or the sugar, corn sirup, and 2 c. water—into a sirup. Cool. Add the orange and lemon juice and remaining water. Chill. Add ice just before serving.

Two girls—⅛ recipe or 1 pt. punch.

Gingerale Fruit Punch

6 oranges
4 lemons
2 grapefruit
2⅔ c. sugar or 5½ c. white corn sirup
2½ qts. water if sugar is used or 1½ qts. water if sirup is used
1 pt. gingerale or carbonated water

Boil sugar and 1 quart of the water until the sugar is dissolved. Set it aside to cool. Extract the juice from the fruit, and pour it into the sirup. Stir thoroughly and combine with the rest of the water. If corn sirup is used in the recipe, mix with water and then add the fruit juice. Add ice and gingerale just before serving.

Two girls—⅛ recipe or 1 pt. of punch.

Hot Spiced Grape Juice

4 c. grape juice
1½ t. whole cloves
4 small sticks cinnamon
4 small pieces orange rind

Mix all ingredients and cook very slowly for 10 minutes. Strain. Heat just before serving.

Two girls—⅙ recipe or 1⅓ c. punch.

Fruit Freeze

Pour iced fruit punch or gingerale punch over raspberry or lime sherbet. A good proportion to use is ¼ to ⅓ c. of sherbet to 1 c. of punch. This is the right amount for a tall glass. Serve immediately after combining the punch and sherbet.

Two girls—1 c. of punch and ¼ to ⅓ c. sherbet.

Hot Spiced Tomato Juice

3 c. tomato juice
1 c. water or clear meat broth
3 bay leaves
1 T. lemon juice
1½ t. salt
4 cloves

Combine all ingredients and boil 5 minutes. Strain and heat before serving.

Two girls—$\frac{1}{4}$ recipe.

Hot beverages are served from a tea or coffee pot or from a pitcher into teacups. A teaspoon is used for sipping. Iced beverages are served from a punch bowl or poured from a pitcher into water glasses, iced-tea glasses, or punch cups. A teaspoon or iced-tea spoon is used for sipping the beverage and for eating the sherbet. Cups and glasses are placed on plates for serving.

Things to do

1. Compare and judge the products made.
2. Estimate the cost per recipe; per serving.
3. Estimate the number each recipe will serve.
4. Suggest foods to be served for tea with each beverage prepared.

15 *How shall we prepare and serve sandwiches for tea?*

Sandwiches served at a tea should be small and dainty. They should add to the beauty of the tea table. In making sandwiches for tea, the bread is sliced very thin and is sometimes cut in fancy shapes. Both open-faced and closed sandwiches are served. Some suggestions are given here.

The following utensils will be needed: sharp bread or butcher knives, measuring cup, measuring spoons, mixing bowls, paring knife, food chopper, tablespoon, mixing spoon, spatula, waxed paper, towel for covering.

Open-Faced Tea Sandwiches

Cut bread in $\frac{1}{3}$-inch slices. Cut in various shapes—rounds, diamonds, squares, rectangles, or triangles. Cream butter and spread it on the bread. Spread thinly with various sandwich spreads, such as cream cheese and salad dressing, chopped nuts and salad dressing, ground meat and

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• These sandwiches pass the test for attractiveness and "eatability."

salad dressing, or a fruit and nut mixture. Decorate with thinly sliced olives, pieces of tomato, pimento, or a candied cherry.

Closed Tea Sandwiches

Cut bread in $\frac{1}{3}$-inch slices. Cut off the crusts. Butter one slice and spread the other thinly with a sandwich spread. Put the slices together and cut in small fancy shapes. Spread mixtures used in making open-faced sandwiches are satisfactory spreads. A colorful spread makes attractive sandwiches. Sometimes these sandwiches are made of several layers.

Each girl—3 or 4 sandwiches, including both types.

Tea sandwiches are arranged in a pleasing manner on a sandwich plate, from which guests serve themselves. Tea sandwiches are eaten with the fingers. They are held by the tips of the thumb and forefinger.

Things to do

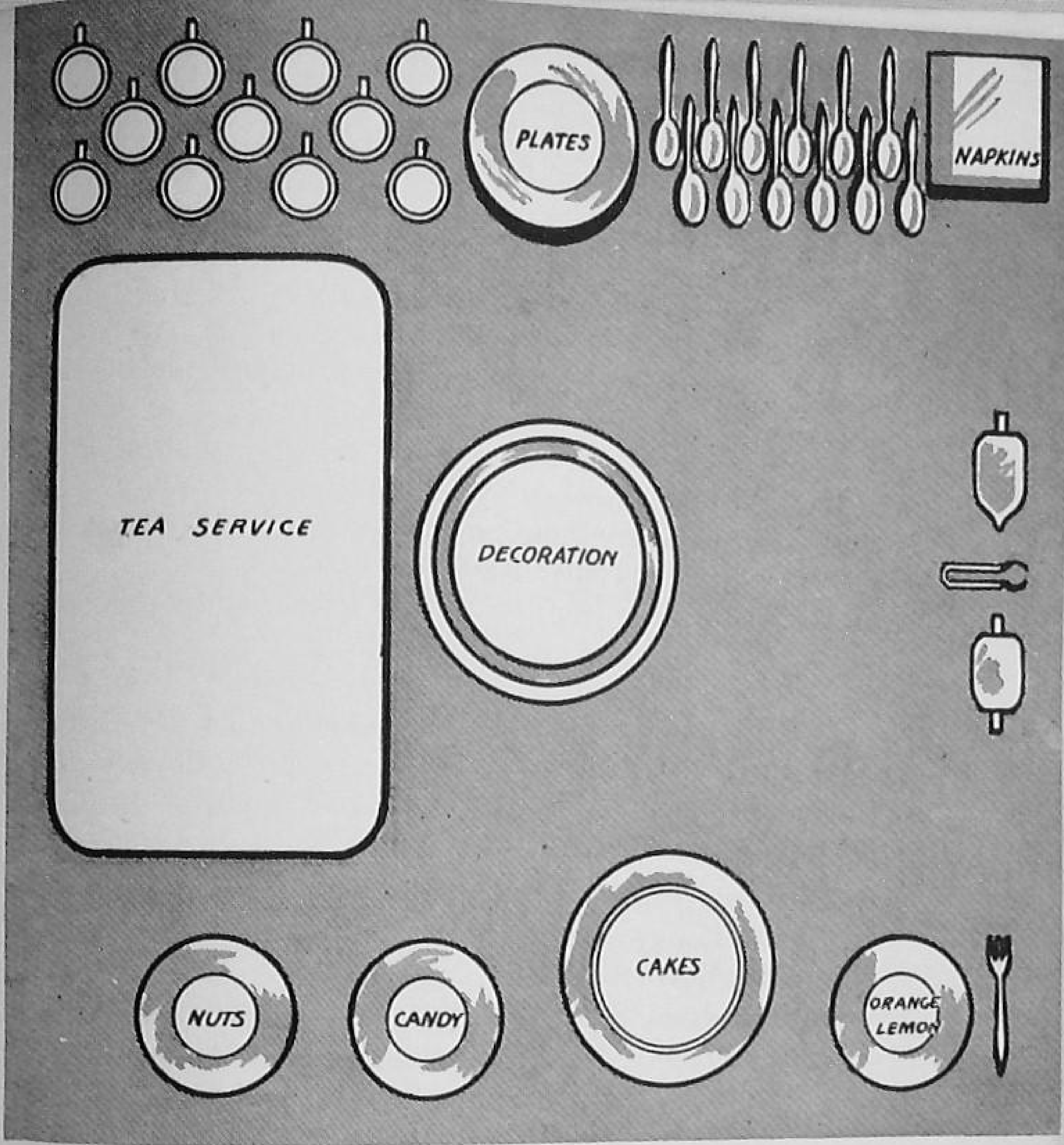
1 Compare and judge products made.
2 Estimate cost per dozen sandwiches.
3 Compare these sandwiches with those made for school lunches.
4 Suggest other sandwich spreads for tea sandwiches.

16 *How shall we arrange the table for tea?*

The laying of the cloth is the first step in the table arrangement. If a damask cloth is to be used, it will be spread over a silence cloth, following the steps outlined for preparing the table for a family meal. (See pages 207–210.) If a lace or embroidered cloth is used, it is spread directly over the gleaming wood of the freshly dusted table.

The arrangement of the centerpiece comes next. The bouquet should be of a size in keeping with the tea table. A huge bouquet seems to overwhelm everything else. A tiny one seems lost and not enough. The flower arrangement should be pleasing; usually a low one that does not hide part of the tea table from the person who is serving is most desirable. Various bowls or vases for the bouquet may be tried on the table with the candlesticks or decorations before they are arranged. When the bowl or vase most satisfactory for both the bouquet and the table has been decided upon, the vase is filled away from the table, preventing the possible litter of leaves and petals on the tea table.

The menu indicates what silver, china, and glassware will be needed for the tea. These, of course, should be in perfect condition and should be as dainty and attractive as possible. Their placement on the table should be orderly and in a convenient position for serving.



• A tea table set for one person to serve.

Diagrams are a helpful means of checking our plans for table arrangement. The diagram on this page should be carefully studied and used for this purpose.

Things to do

1 Plan arrangements of the table for the school-tea menu you prepared for Exercise 2, page 398, for one person to serve; for two persons.
2 Arrange the tea table for this tea.
3 Give the school tea as planned.
4 Evaluate the tea as given.

Things to do at home

1 Entertain the children who come with their parents to visit your family for an evening.
2 Entertain a guest of your own in some way.
3 Help another family member entertain a guest.
4 Write an invitation to and plan the entertainment of a week-end guest in your home.
5 Prepare a list of games, with the rules for playing them, that might be used for a party in your home.
6 Give the home party planned at school.
7 Give the home tea planned at school.
8 Prepare and serve at home the various recipes and dishes prepared at school in this unit.
9 Entertain your friends with a party of some type.
10 Help another family member or a friend give a tea.
11 Entertain your friends at a tea.

Books to read

The Complete Book of Games by Clement Wood and Gloria Goddard. The Garden City Publishing Company, Garden City, New York, 1940.

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Handbook for Recreation Leaders by Ella Gardner. Bur. Pub. No. 231, Children's Bureau, U. S. Dept. of Labor, U. S. Government Printing Office, Washington, D. C.

If You Please! by Betty Allen and Mitchell Pirie Briggs. J. B. Lippincott Company, Chicago, 1942.

Our Food by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Our Home and Family by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. Published by J. B. Lippincott Company, Chicago, 1943.

Twice 55 Games with Music; the Red Book. C. C. Birchard and Company, Boston, 1924.

The Year-Round Party Book by William P. Young and Horace J. Gardner. J. B. Lippincott Company, Philadelphia, 1938.

13

Caring for our clothing

If each girl in the class were to make a list of the clothing she owns at the present moment, there would be a wide variety of articles listed. Shoes, hose, panties, slips, dresses, coats, hats, kerchiefs, raincoat, rubbers, and so on, the list of wearables would go. Some girls may have more of certain items than others have, and certain articles may be entirely lacking from some wardrobes. Yet there would surely be enough similarity to show that all of us have common problems in the care of clothes. These are very real to those who wish, as we all should, to get the most service from their wardrobes. "Care lengthens wear" is a saying that everyone is hearing frequently today. It applies to every article of clothing. If we wish to enjoy the investment we have made in our clothing, we must keep it appearing as nearly like new as possible.

Care of our clothing also brings good returns in improving our personal appearance and our sense of well-being. Few people can carry themselves with a queenly air if the heels of their hose or the elbows of their coats are in holes. From the standpoint of thrift, satisfaction, and personal well-being, the time and effort used to keep our clothing in good condition are well spent.

The care needed will vary with the different articles of clothing. We need to be informed on the how and the when of this care to be sure of good results. The person who says "I have nothing to wear" usually has failed to give her clothes the proper care.

1 *What daily care shall we give our clothing?*

The clothing we own may be roughly classified as that which we are using and that which is not in use. When you are in bed, sound asleep for the night, your dress, coat, hat, and shoes are not in use. When you are out on the tennis court, stretching your arms to return high balls, your sports costume is in use, and your pajamas and bathrobe are not. If you are to give your clothing good care, you must provide satisfactory storage for frequently used garments when they are not being worn.

Good care includes two steps of primary importance: putting the garments away in an orderly manner, and keeping them clean. A clothes closet of some type is essential for hanging clothes in order. It should provide enough space so that such things as coats, dresses, and blouses may be hung on hangers; it should provide a place for hats, rubbers, and shoes. Space for hanging garments is best provided by a rod placed lengthwise of the closet, on which hangers are hung, or by extension hooks that may be pulled out to permit placing of the hangers. Hats may be put on hat stands, in boxes on the closet shelf, or in boxes hung on hooks. A shelf built about six inches above the floor gives adequate storage for shoes. Some may prefer for this purpose a shoe bag hung on the closet door.

If a room does not have a closet, a temporary one may be made by curtaining off a small corner of the room with a plain fabric. Sometimes a rectangular closet is built in a corner of the room, from some lightweight building material. A curtain usually serves as a door in such closets. In modern homes, closets provide not only adequate space for hanging garments, but also carefully planned drawer and shelf space for all wardrobe needs.

In caring for coats, hats, and wool and rayon dresses, it is well to brush them after each wearing before putting them away. A small whisk broom serves best for brushing hats, and a large one for dresses and coats. Shoes should be

cleaned and wiped daily and polished when necessary. All material for polishing and wiping can be kept in a box on the shelf in the closet. When putting shoes away, it is a good practice to put shoe trees in the shoes. Rubbers should be wiped or washed if necessary. Rubbers may be stuffed with tissue paper and placed on the shoe shelf or in a drawer set aside for their storage.

• Frequent brushing keeps our clothes looking well and adds to the wear they give us.

In putting on shoes, put them on with a shoehorn. Keep shoes repaired and they will last longer as well as look better. If shoes are damp or wet, do not let them dry next to heat. Keep them in an even temperature away from heat or cold.

Hose and underclothing that is worn next to the body should be washed daily. If any mending is needed on these garments, it should be done before they are put away. Hose and underwear are usually kept in a drawer where they may be protected from snagging.

Cotton and linen dresses may require pressing after each wearing. In summer it is usually necessary to launder them after a day's wearing. Any garment that has been worn should be checked for rips, tears, or worn places. If such are found they should be mended as soon as possible, at least before the garment is worn again. Fasteners of any kind should be checked for secureness and kept ready for wear at all times. Stains and soiled places should be removed before the garment is to be worn again, or before the garment is laundered.

If you have ever entered a bedroom that was in com-

plete disorder, you have doubtless felt the sense of unrest that it gave. Dresses and slips tumbled on the floor where the owner stepped out of them, shoes and slippers tossed this way and that, and the litter of handkerchiefs and hose on the floor—they all seemed to be protesting their abuse. If they could speak surely they would have said in reproach to their owner, "You may deserve this, but do we?" Good care lengthens wear.

In the daily care of our clothing we should:

1. Carefully hang up each garment, using a well-chosen hanger.
2. Brush the garment well before hanging it up.
3. Remove all spots as soon as possible so as to prevent the stain "setting" in the material.
4. Press the clothes that need pressing.
5. Do any necessary mending, such as sewing up rips, sewing on fasteners, and mending tears.

Things to do

1 Make a plan for giving your clothing the needed daily care.
2 List the articles in your wardrobe that need special care.
3 Suggest the advantages to be gained from caring for your clothes.
4 Make a plan for arrangement of your closet.

2 *How shall we care for our undergarments and hose?*

Undergarments include girdles, panties, brassieres, and slips. Of this group panties and brassieres should be laundered after each wearing. Rips, tears, or worn places should always be repaired before the garments are worn.

Although girdles are usually worn next to the body, laundering them once or twice a week is usually sufficient, except in hot weather, when more frequent laundry is needed. To keep them in good condition we should have at least two, so that the one being laundered will have plenty of time to dry thoroughly before it is worn again.

Slips that are in constant use should be laundered at least twice a week. Though they may dry quickly time is needed to iron them carefully and correctly. Two slips for everyday wear seem to be the least number one can have, and almost everyone prefers to have three.

The following procedure is suggested for laundering undergarments:

• Washing underwear and stockings every day is a good habit.

1. Use lukewarm water and a neutral soap for suds.

2. Wash the garment in the lukewarm suds until clean, rubbing gently between the hands.

3. Give special attention to straps and unusually soiled places.

4. Rinse twice in clear, warm water.

5. Squeeze out excess water and roll the garment in a turkish towel.

6. When the garment is partially dry, press it with a moderately warm iron until it is dry, except in the case of the girdle or garments made of knit material—these may be placed in the open air to dry, and need no ironing.

The neat, well-dressed person keeps her undergarments in just as good condition as her outer garments.

Care in putting on and taking off hose adds much to the length of their wear. Open the hose at the top and grasp the top between the two hands so that the seam on center back is at the back. With the hands, gather up the hose the entire length to the toe. Place the toe of the hose

over the corresponding part of the foot, and as you release the hose bring it over the foot and on over the leg. Always keep the back seam on center back straight. For those who wear short hose commonly known as anklets or socks, the above statements are equally true. The putting on of anklets is very simple, and it is done in the same way as for hose except the anklet will come only slightly over the ankle. And since it does not have a center seam at the back it is easy to keep straight. While most anklets are made of cotton, it is essential that they, too, be laundered carefully.

It is advisable to wash new hose before wearing and all hose after each wearing. A good method for washing hose is as follows:

1. Use lukewarm water and a neutral soap for suds.
2. Squeeze the hose gently in the suds to remove soil and perspiration.
3. Rinse them twice in clear, lukewarm water.
4. Squeeze them gently in the hands to remove water.
5. Hang them up carefully.
6. Do not wear the hose until they are *thoroughly* dry. Rayon hose require 12 to 36 hours for drying. All rayon fibers are weakest when wet and so require careful handling, without strain, while the fibers are damp.

It is best to dry hose in the open air if the temperature is above freezing and only a gentle breeze is blowing.

Hose or anklets should be mended at the first sign of wear. Runs are mended by hand stitching or by machine stitching. Mending is done on the wrong side. Holes in the foot of hose are repaired by darning. When not in use, hose should be stored in a lined drawer or box where there is no danger of snagging.

Things to do

1 Make a lined box for keeping your stockings or anklets. Suggest other good places for keeping your hose.

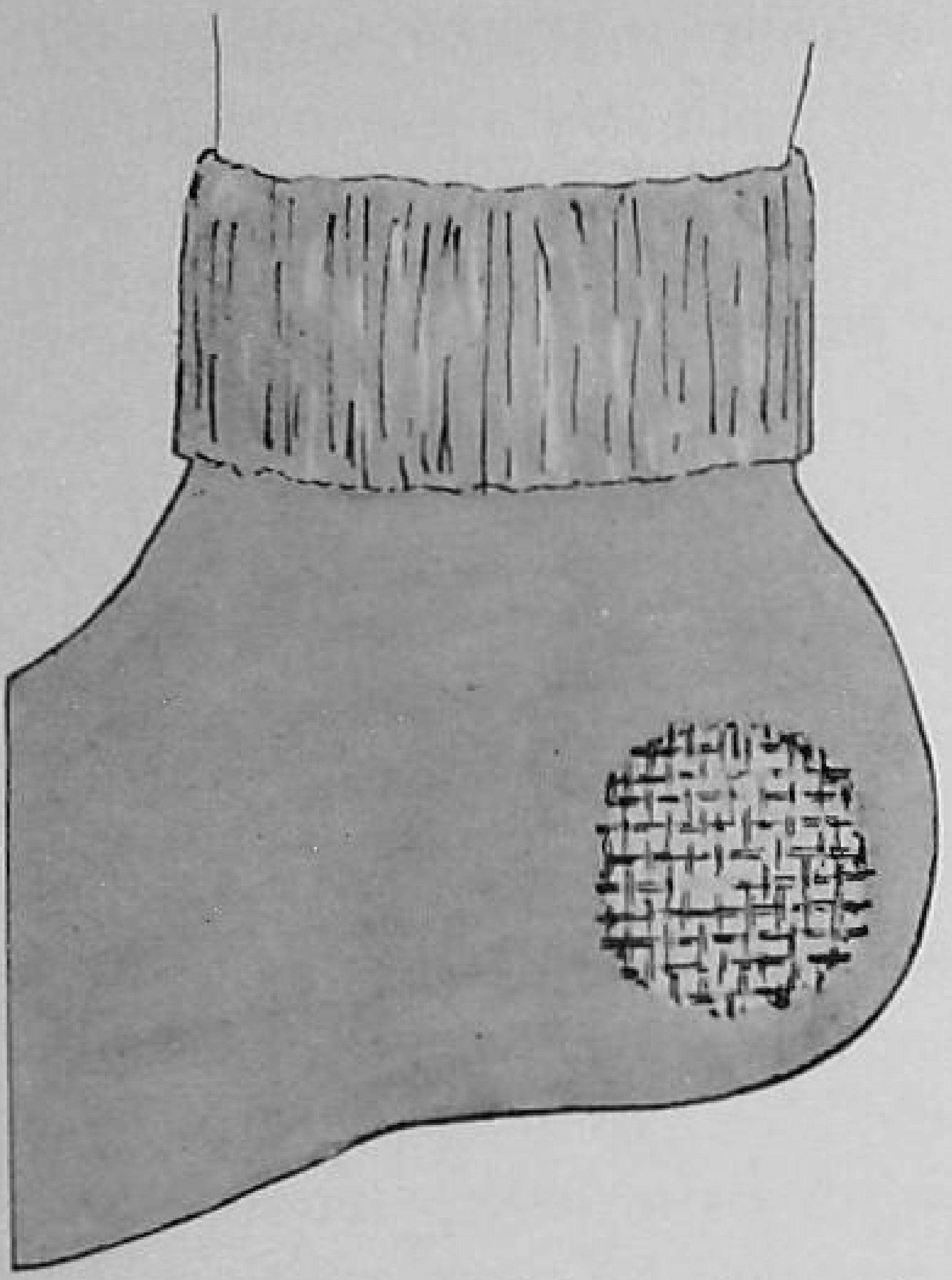
2 Wash some piece of underwear by the method given on page 409.
3 Wash hose by the method given.
4 Mend a run on the machine. Was it successful?

3 *How shall we darn our clothing?*

Darning is a method used to mend small holes, tears, and slightly worn places in hose, anklets, mittens, knitted underwear, and wool and rayon material. It is also used in the mending of table linen. Darning is the interlacing of new threads to replace worn or broken threads of the fabric. The thread that we use in darning should match as nearly as possible the thread of the material being darned. The threads of the darn should be placed parallel to the threads of the material. As the threads are interlaced, the crosswise and lengthwise threads should alternate over and under at the edge of the darn. This tends to make a smooth and secure mending job.

A good method of making a darn in a stocking or anklet is as follows:

1. With the stocking or anklet right side out, place the darning egg in it so that the place to be mended is over a flat surface.
2. Trim all ravelings on the edge of the hole.
3. Bring the thread up from the wrong side and make a row of small stitches far enough from the hole to reinforce the broken threads.
4. Repeat the rows of running stitches one-sixteenth inch apart until the hole is reached.
5. Continue running stitches at the side of the hole until the hole is reached, then take a long stitch across each time you reach the edge of the hole and repeat running stitches at the opposite side.
6. Continue until the hole is covered, and make rows of small stitches as was done in the beginning.
7. Make running stitches out from the hole at right angles to the first stitches made.



• Darning when well done gives satisfaction and is economical.

8. As the hole is reached, cross the threads over one thread and under one thread across the length of the thread over the hole.

9. Continue until the hole is covered and out the same distance from the hole as in the beginning.

10. Interlace the thread through to the opposite side and cut.

A good darn is smooth and free from knots, and the stitches in the weave are placed close together. The procedures for darning others articles, such as mittens, knitted underwear, and wool garments, are similar to those for stockings or anklets.

Tears in a dress or a coat may be one of three kinds: straight, diagonal, or three-cornered. The straight tear is darned by fitting the edges of the tear together and taking small running stitches one-half inch from the tear, across the tear, and one-half inch on the opposite side. Make these rows of running stitches at right angles to the tear and one inch from either end of the tear. As the tear is reached from either side, the stitches alternate, one over and the next one under the edge.

A three-cornered tear is darned as a straight tear, with the stitches placed at right angles to the tear. Begin at one end and complete one side of the tear. Then begin at other end and darn that side. This makes a very strong corner, as the stitches will overlap.

A diagonal tear is one in which both the "up and down"

and crosswise threads are torn on the bias. This makes it necessary to place running stitches parallel to both sets of threads. The first stitches are made as for the straight or three-cornered tear, except that they are not at right angles to the tear. The second set is worked at right angles to the first.

A well-made darn is often a means of extending the service which clothing gives.

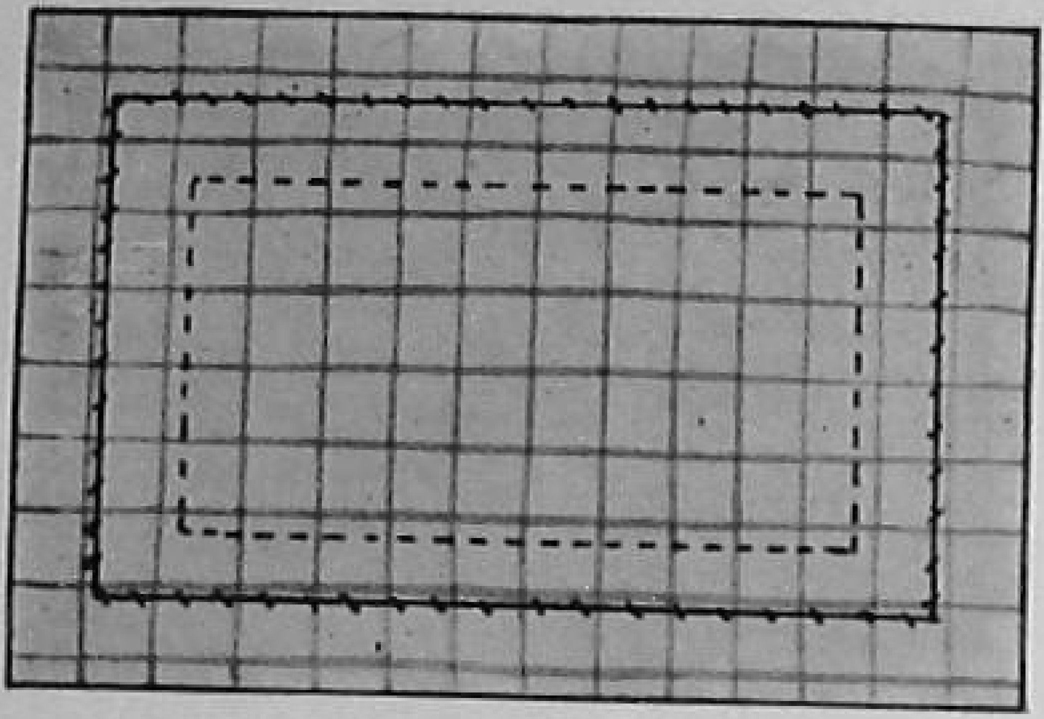
Things to do

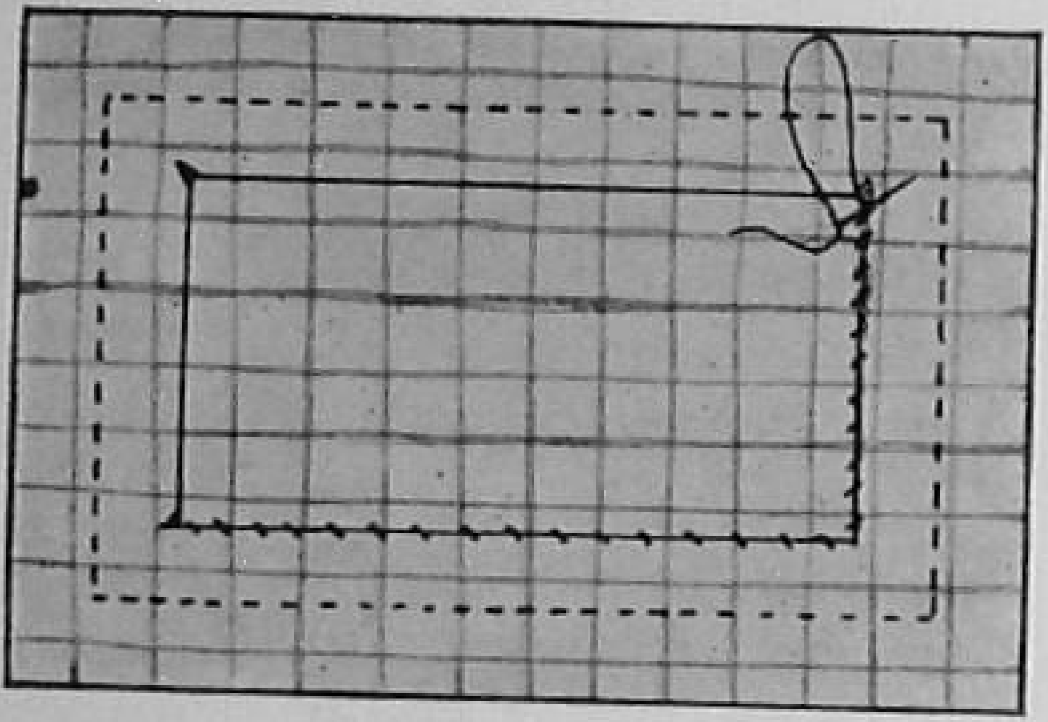
1 Darn a pair of hose for yourself or your mother.
2 Darn a straight tear in a dress.
3 Darn a three-cornered tear.
4 Examine some darns and suggest how to improve them.

4 *How shall we make a patch?*

The patching of clothing does much to lengthen its wearing value and is a great economy for most families. To patch means to mend by setting a piece of material under or over the worn place. A hemmed patch is the one most commonly used and is a good one where strength is required. A satisfactory method for making a hemmed patch is as follows:

1. Trim the worn parts, leaving the hole in the shape of a square or rectangle.
2. Cut carefully diagonals 1/4 inch deep at each corner and turn back the raw edges 1/4 inch, leaving straight sides and square corners.
3. Select a patch piece the same weight and color as the garment.
4. Match lengthwise and crosswise threads, plaids, or figures to the nap of the material.
5. Baste the patch piece carefully in place under the hole, its right side to the wrong side of the garment, and hem or stitch on the right side, taking care that the stitches do not show.





• The well-made patch shows the design and texture of the added piece the same as that of the original.

6. Trim and turn under the outer edge of the patch, and baste on the wrong side of the material, avoiding fullness on the right side.

7. Stitch or hem the outer edge by hand, using stitches that do not show.

8. Press the patch, making a final pressing on the right side.

Things to do

1 Make a hemmed patch.
2 Name the places where a hemmed patch would be good to use.
3 Give the characteristics of a good hemmed patch.
4 Put a hemmed patch on a garment.

5 *What special care shall we give our clothing?*

In addition to the daily care already discussed, clothing requires other attention to keep it in good condition. Many people forget or fail to include the airing of garments in the plans for their care. If you have ever been to a moving-picture show or a crowded arena where smoking was allowed, you know all too well the offensive and persistent odor that your winter coat acquired. If the coat is hung in the closet like this, the odor would not only persist, but it would spread to the other garments in the closet. The desired freshness can be restored to the coat only by a thorough airing in fresh air. It takes much longer to air away

unpleasant odors than it takes the coat to absorb them. In airing coats and dresses, place the garments on hangers and hang them on a clothesline where they will be free from dust but where there is a circulation of air.

Often dresses require pressing as well as airing to bring them into good condition. Damp, foggy days very often make pressing necessary. Some fabrics, of course, require more frequent pressing than others, regardless of the weather. The procedure to be followed in pressing dresses depends somewhat upon the cut of the garment and upon the fabric. In previous problems, good procedures for pressing have been given.

If dresses have detachable collars or scarfs, inspect them frequently and keep them fresh. Soiled collars and cuffs should be removed, washed, and pressed, and any repairs should be made as needed. They should then be replaced before the next wearing.

From time to time the wardrobe should be checked to see what articles, if any, require cleaning that cannot be given with soap and water. Such garments should be sent to the dry-cleaner's, where experienced workmen, familiar with the various cleaning agents, skillfully handle a task which is dangerous as a home practice.

A half century ago the schoolgirl examined her shoes, as you should do yours, to make sure that the heels were straight, the soles in good repair, and the toes were not in need of taps. If she found repair necessary, she would take the shoes to her father, who would undertake their repair on the cobbler's last. But with the present-day shoe, a more finished task is insisted upon than was thought necessary years ago. So shoe repairing, too, must be taken from the home. Wise is the girl who sees that her shoes receive attention as it is needed. She receives good dividends in comfort, appearance, and lengthened service from the shoes. The threading in of new shoelaces to replace those that have broken can be done at home. It is desirable to keep an extra pair of laces on hand so as to prevent delay and pro-

longed annoyance. Shoe buckles can be temporarily replaced by hand sewing with a thread, but it is difficult to do and the thread wears but a short time. Buckles should be sewed on with a machine at the shoe-repair shop.

Hats of felt, velvet, or velour need special attention, such as brushing and steaming. Brush the hat well to remove all dust, remove the lining, and then hold or place the hat over a pan of boiling water. Let the steam pass all around the hat, both inside the crown and out, as well as over the brim. Sometimes it may be necessary to remove certain trimmings before the steaming is done. When the job is finished they can be readily replaced. When a hat has been steamed, it should be put in shape, put on a hat stand, and left in the open air until thoroughly dry. Any trimming or lining should not be replaced until the hat is dry. Linings should be kept in good condition. Sometimes it is necessary to launder the lining. In putting hats away, if the crown is stuffed with tissue paper the hat will keep in good shape.

Berets and beanies are usually made of felt and need the same attention as hats. Berets and beanies are usually inexpensive and wear well.

Things to do

1 Press one of your school dresses.
2 Remove a hat lining, wash, press, and replace it in the hat.
3 Check your shoes and note if any of them need repair.
4 Suggest places for keeping hats and shoes.

6 *How shall we put clothes away for the season?*

When the warm days of spring come, we no longer need heavy winter coats, wool gloves, and rubbers or boots. When summer yields to fall and then to winter, we put away tennis shorts, straw hats, and organdy dresses. Such garments are of course not discarded when they are no longer in constant use, but are carefully stored until their season again returns. Whether a wardrobe is extensive or

limited, it will have clothes suitable for each season. Thus we all have the problem of knowing how to put away clothes safely from one season until its return.

At the end of the season we put away clothes that have been worn during the past months. These include dresses, hats, coats, shoes, gloves, and other articles of clothing.

• Carefully cleaned wool dresses and coats may be safely stored in a tightly closed box or chest if they are well sprinkled with a reliable moth preventive.

The dresses worn in the late spring, summer, and early fall are commonly made from cotton and rayon. When it is possible to buy linen, it is a popular material for dresses, and is treated as cotton and rayon fabrics. Most of these garments are usually cleaned by washing. When their season ends, they are washed, mended, and stored in drawers or boxes provided for this purpose. Anything put in storage should be kept in darkness, since sunlight tends to weaken the fabric. One should also be sure that garments are stored free from starch, which has a tendency to weaken the fibers. Some rayons may need to be dry-cleaned.

Wool dresses present a special problem in storing. The larva or worm of the clothes moth feeds on the wool fiber. It eats many times its weight daily, and causes great loss. The larva flourishes in warm, dark places, and is particularly likely to invade clothing soiled with food spots. Clothes moths dislike sunlight, freezing, and moth repellents. These dislikes are important in helping us plan wisely for the storage of winter dresses.

• Hats and other clothes will look well and wear longer if they are carefully wrapped for storage during the season when they are not in use.

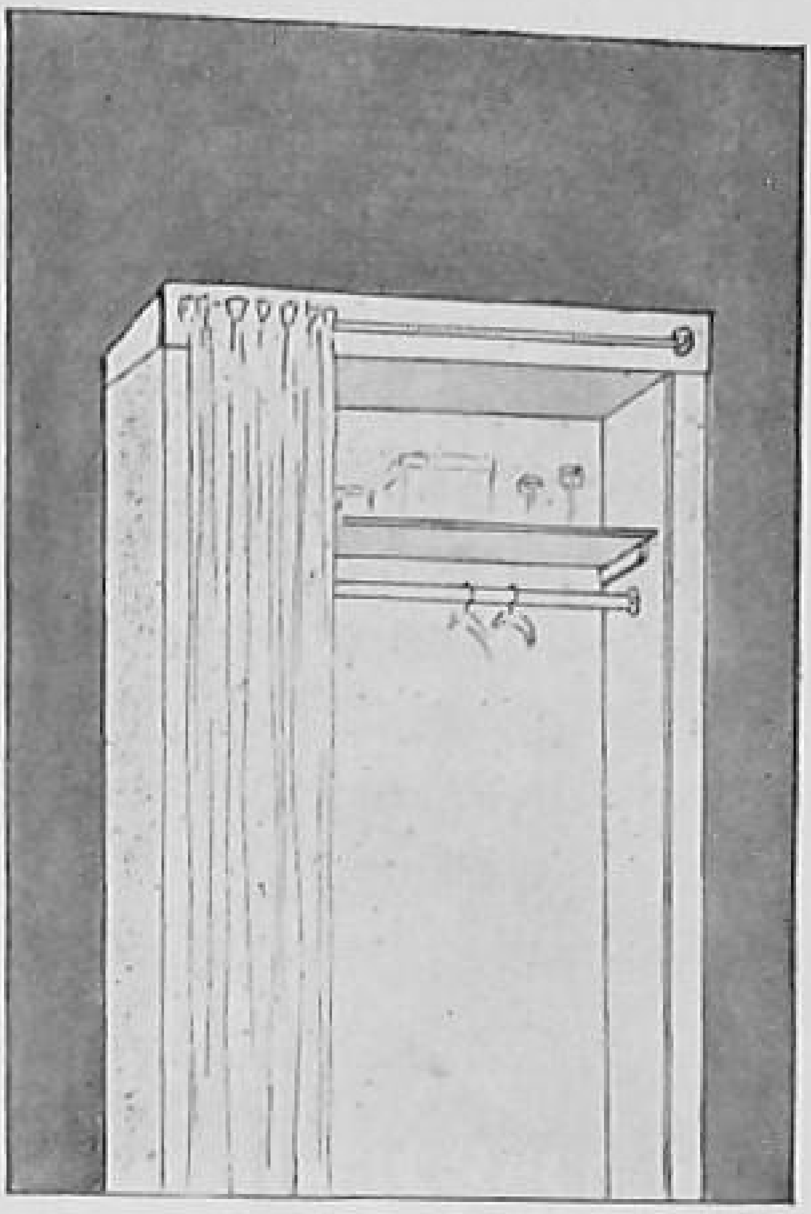
Wool dresses should be brushed, sunned, dry-cleaned if necessary, and stored in a cool, dark, and protected place. If the garment does not need an entire cleaning, it may have to have a spot or spots removed before storing. Paradichlorobenzene, or moth balls, placed in the storage place, will prevent the growth or development of clothes moths.

Closets lined with cedar, chests made of cedar, and mothproof bags are often provided for the storage of wool garments. Such provision is satisfactory when the clothes being stored are free from moths or moth eggs at the time of storage. Cedar does not kill moths, but moths will not go to a garment surrounded by cedar. The same is true for the so-called mothproof bags. Whenever these are used,

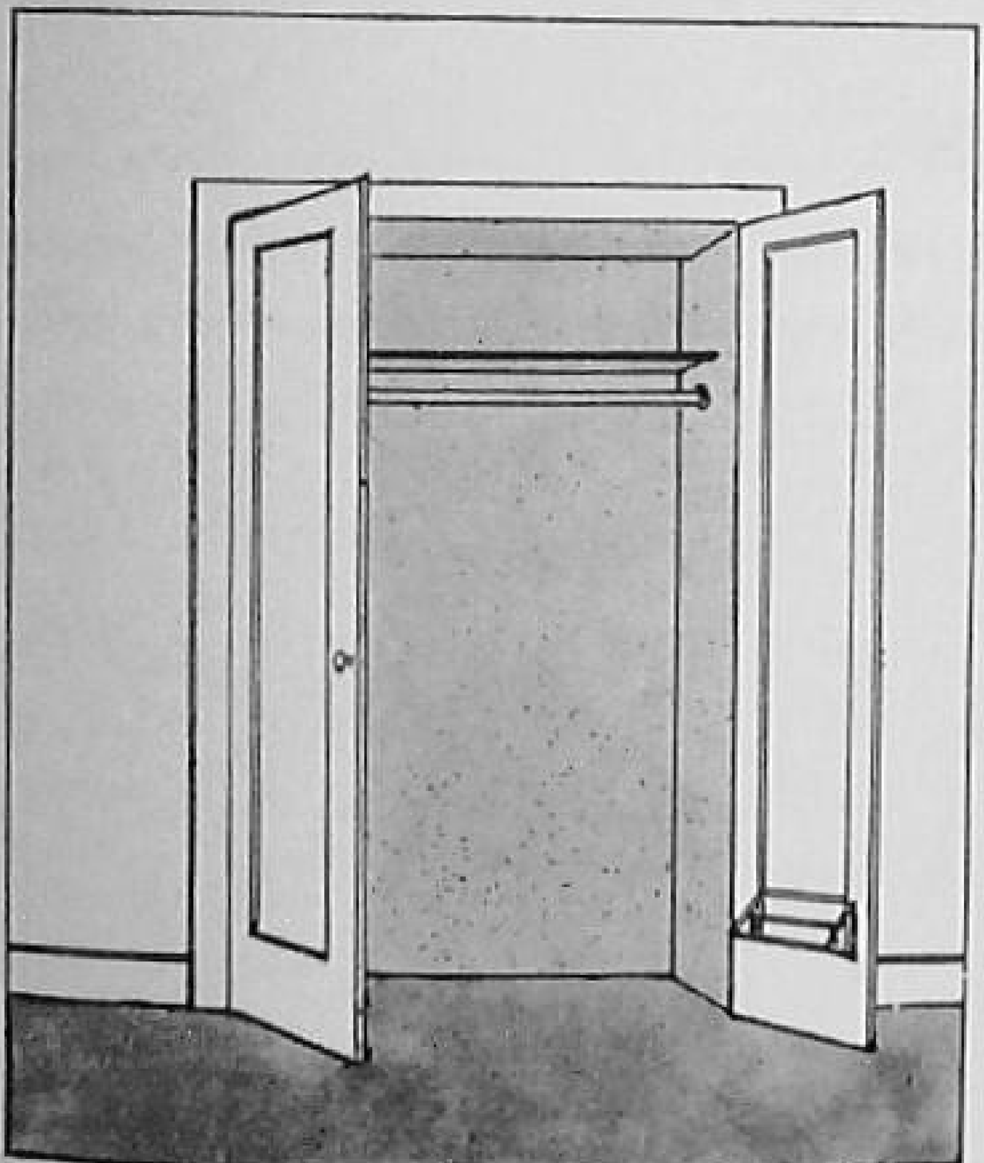
they must be kept tightly sealed. Ample moth repellent should be used at all times.

Wool coats present the same storage problem as wool dresses. Those that are trimmed with fur seem particularly likely to attract moths. So special care should be given plans for their storage.

Hats should be brushed, dry-cleaned if necessary, and their crowns stuffed with tissue paper. Hats should be stored in a box that closes tightly. Felt hats and hats of any other woolen material should be stored with the use of paradichlorobenzene or moth balls.



• The homemade closet can be neat in appearance as well as useful.



• Closets with double doors are convenient and they are easily kept in order. The rack for shoes on the door adds much to its usefulness.

The storage for shoes and boots is the same, regardless of the season. Shoes and boots are thoroughly cleaned, stuffed with paper, wrapped, and stored in a cool, dry place. Leather molds and spoils if left in damp air.

Gloves should be mended, washed or dry-cleaned, and stored flat in a drawer or box.

Some homes are fortunate in having a large storage closet for storing clothing. In such case, bags or perforated cans of moth repellent may be hung in the closet. If such space is not available, it may be best to put the clothing in boxes or drawers to keep it dark and free from dust. A moth preventive should be used in the storage of wool. Sealing storage places so that moths cannot get in is the first precaution. Careful storage of clothing is necessary to obtain full benefit from the investment made and to give satisfaction to the owners.

Things to do

1 List the clothes you have to be put away at the present time.
2 Plan how you will put these clothes away.
3 Plan a special place for clothes storage in your home.
4 Suggest ways of making additional storage space.

7 *How can we obtain more service from our used garments?*

In almost every person's wardrobe there are garments which are not giving full service to their owner. Sometimes the garment has been outgrown. Sometimes its style needs some slight change. Whatever the situation may be, the owner should analyze the garment to see what can be done.

Dresses owned by the growing girl frequently need the hem lines changed to prolong their wearability. Sleeves may have to be lengthened. This may be done by adding cuffs or bands. The addition of new collars or scarves and cuffs may help lengthen the service. Such slight remodeling may change the dress in appearance, adding to its attractiveness and giving the wearer more personal satisfaction in return.

Frequently an old garment is combined with some new material to make a more satisfactory garment.

A wider belt than that previously used may hide the

COURTESY WOMAN'S DAY MAGAZINE

• Spirits are raised by attractive made-over dresses.

too-short waistline, as well as the mended place at the side seam. Different belts may be used to give variation and show individuality.

The dress which we have outgrown may be made smaller for the younger sister or for some needy child. A jacket added to last year's dress often adds newness and covers the worn place at the armscye or the underarm seam.

The hat carefully stored from a past season may be renovated or changed by the addition of new trimmings. These may sometimes be replaced at home, but often it is wise to have a trained milliner do such work.

Upon careful examination, shoes about to be discarded may be found to be worth new heels and new soles.

More service may be obtained from our used garments by proper care. Provision for such care is an excellent way of extending our clothing allowance.

Things to do

1 List the garments you have that are not giving service now that could be fixed to give more service.
2 Plan how to bring these garments into service again.
3 Figure the cost of making the necessary repairs.
4 Bring several worn garments to school. Plan what should be done to make them more satisfactory for wearing. Estimate the cost in time and money of carrying out these plans.

Things to do at home

1 Make two of last year's dresses more wearable. Explain the changes you made.
2 Wash and repair your own clothing for one week.
3 Help store the family clothing for the coming season.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Living with the Family by Hazel Huston Price. Little, Brown and Company, Boston, 1942.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

14

Making and keeping friends

If you were to look up the word friendship in the dictionary you would find the definition worded something like this: "Friendship—mutual liking, esteem, or regard; being friends." As you read this you realize that the mutual liking or esteem which we often call friendship is not really friendship, but only a beginning upon which friendship might grow if both persons work to keep the budding plant alive and flourishing. Emerson warns us that "Our friendships hurry to short and poor conclusions because we make them of the texture of wine and dreams instead of the tough fiber of the human heart. Too often we aim at a swift and petty benefit, to a sudden sweetness. We snatch at the slowest fruit in the whole garden of God which many summers and many winters must ripen. The end of friendship is for aid and comfort through all the relations and passages of life and death. It is fit for serene days and graceful gifts and country rambles but also for rough roads and hard fare and shipwreck. It should never fall into something usual and settled, but should be alert and inventive and add rhyme and reason to life itself."

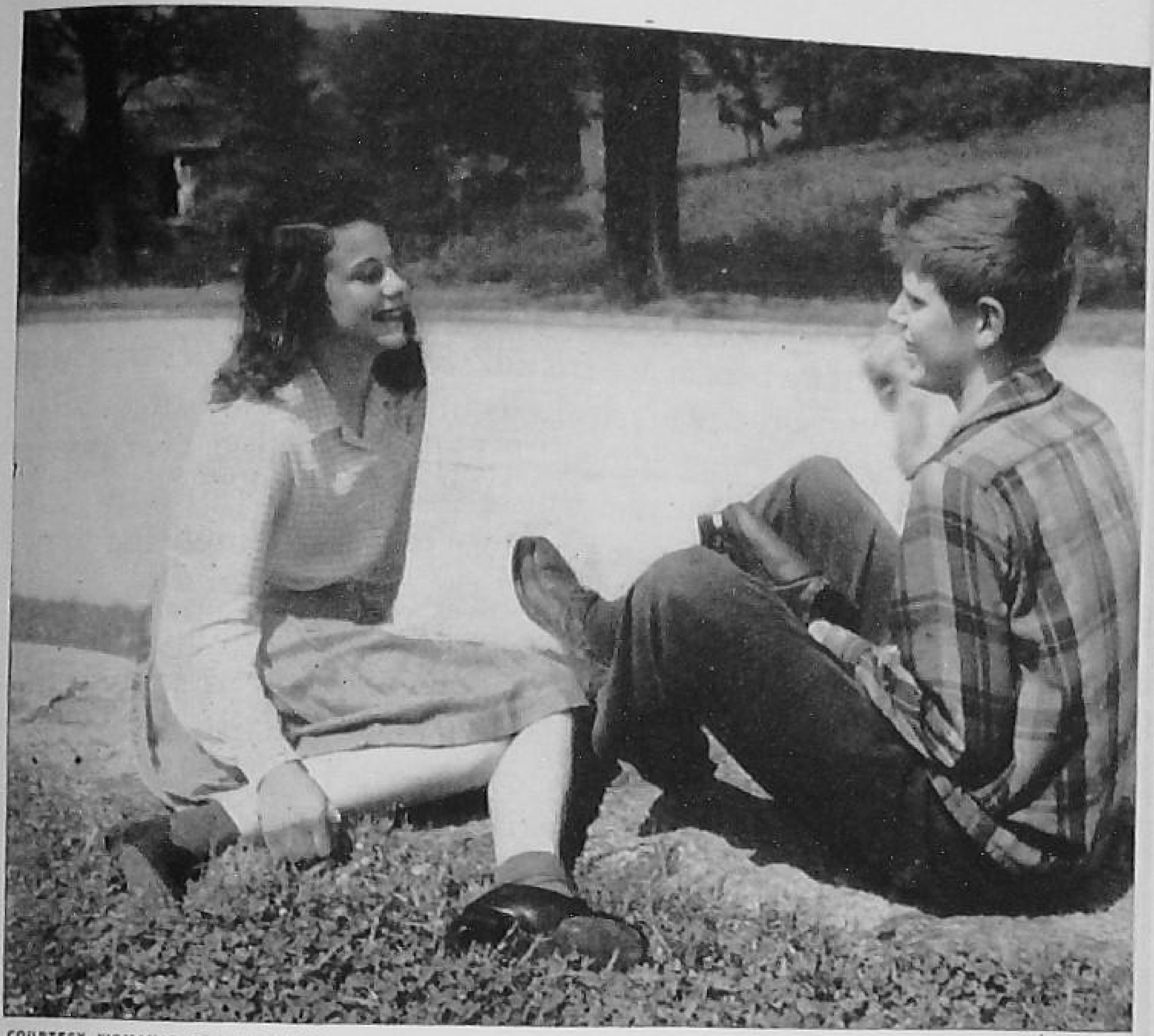
In order to keep a friendship vital and significant there must be a sharing of many things—ideas, confidences, dreams, and courage, quite as much as candy, pencils, and popcorn. There must be a joint understanding of what it means to be a friend and a joint willingness to put forth the necessary effort to achieve the desired goal. The willingness to think of *thee* as well as of *me* is likewise essential.

COURTESY H. ARMSTRONG ROBERTS

• Sharing is the secret of successful friendships. Shared confidences, shared understanding, and shared love all help us to keep our friends.

1 *Why do we want friends?*

Having friends is very important to all of us. We all need friends—"persons to whom we are attached by esteem and affection." People speak with pity of a friendless dog; the state of a friendless person is much more sad. Perhaps you have experienced some part of the loneliness of being without friends at one time or another. Your family may have moved to a new town where you knew no one. You saw other girls pass by in two's or three's, laughing and chatting. Perhaps they paid no attention to you, and you



COURTESY WOMAN'S DAY MAGAZINE

• Friendliness and good sportsmanship help us to make firm friends.

became homesick or "friend sick" for the familiar streets and friends of your old home.

For the moment, you wanted friends more than anything else in the world. You needed their interest and companionship. Probably you ran quickly to your mother or father and found yourself partly comforted by the loving attention shown you. If you were very shy, you may have tried to make the love of your family fill its own place in your life and also fill the empty place caused by your lack of friends. Some girls and boys do this. It saves them from the hurts of possible cold treatment and disappointments in friendships. However, using your family to take

the place of friends is not a good idea. Girls and boys who do this seldom fully "grow up." They remain "mothers' babies."

The persons who do without friends are never fully happy, nor do they get the most out of life. In the heart of each of us there is a strong desire for friends. Why do we want friends? It might be easier for you to tell why you want a certain person as a friend. Suppose we start that way and you give the reasons why you desire Mollie or Sue for your friend. You might say, "Well, I want her as a friend because she likes me and thinks I'm fine. I can trust her, she gives me courage, she is always seeing something new, and she is such fun to be with!"

Stated just a little differently, these are among the reasons why we all want friends, whether we are schoolgirls and schoolboys, college students, or white-haired businessmen. Being liked by someone makes us feel worthy. Even a little child feels the need of the esteem of others and of being highly valued by them. As one grows older, this need for esteem grows, and with it the need for friends.

Being able to trust another person adds to our sense of security and safety. When the whole day seems to go wrong, when we have slipped on wet stones, tripped over sticks, and been hurt by schoolmates, it is comforting and deeply satisfying to have a friend who understands and can be depended upon to give sympathy.

We want friends because they give us courage. You may have heard a speaker say, "I would never have had the courage to go on had it not been for my friends." Explorers, scientists, statesmen, and musicians all have found the encouragement of friends to be at least part of the reason for their continued struggle and success. We want a friend who is "always seeing something new." We all want friends because they help us to see things in the world about us. Through friends we come to have interest in many things. One may interest us in crafts, another in stories, another in music, and still another in flowers and

trees. They give us their eyes and we see things we have missed before.

We want friends because they are "fun to be with." They share with us their joy in living. Have you not had friends who could make a hike over the hills seem an exciting adventure, and a trip to the grocery store an amusing journey? We want friends, then, because they bring color and fun into daily living.

Most of all, perhaps, we want friends because we have the capacity for loving. If we are to grow, we must use this as we use our capacity for seeing or walking. If we are not to waste our love on ourselves, we must have friends for whom we can feel admiration and affection.

Things to do

1 Give other reasons for wanting friends.
2 Describe the kind of a picture each of these statements brings to your mind: "Everyone loves her." "He hasn't a friend in the world."
3 Share with the class two poems on friends or friendship that you enjoy.

2 *What qualities help build real friendships?*

Jean was talking to her aunt, whom she had not seen for several months. She told about her new books, her schoolwork, and her music lessons. Then her aunt asked, "Do you still have Bess for your chum?" Jean replied, "No, I don't like her very much any more. She just didn't wear well." In friendships, as in hose or shoes, the matter of "wearing well" is important. It depends on whether or not certain qualities are present. Although the person appears ever so attractive, if these important qualities are lacking, an effort at a friendship with her just will not "wear well." It will be soon ended, usually with some hurt to one or both persons. The shortest possible statement of what is impor-

COURTESY H. ARMSTRONG ROBERTS AND CAMP MAGAWICKA FOR GIRLS

• Through friends we come to have an interest in many things. Crafts and outdoor sketching are among the many hobbies we may develop and enjoy with friends.

tant in friendships *that wear well* is shared confidence, shared understanding, and shared love.

What gives you confidence in another person? No one word will cover the whole matter. Confidence is placed in one who is honest, truthful, loyal, and reliable, and has self-control. If a person has these qualities, she will be one whom you can safely trust.

Perhaps you have known a girl who had all these qualities, but still you did not wish her for a friend. You seemed to have little in common. You had no *shared understanding*. To build a shared understanding one must be appreciative, patient, and thoughtful. One must have sympathy and be a good companion; and last, but not least, one must have a good sense of humor. A girl who has all these qualities may be great fun, but if she lacks honesty and loyalty, there would not be much chance of building a real friendship with her. The first time you needed to count on her, she might fail you. You need both confidence and understanding and a mutual respect for these qualities if the friendship is to last.

Shared love is more difficult to analyze. You know quite well that sometimes your heart goes out to some other person. You find it easy to like her, and look forward to a real friendship with her. As time passes and your acquaintance deepens, the attraction and respect change to affection, and you have a friend.

In the same way, sometimes you feel a dislike for a person from the first, much as was felt toward Dr. Fell in this rhyme:

> I do not like you, Dr. Fell.
> The reason why I cannot tell.
> But only this, I know full well
> I do not like you, Dr. Fell.

If you find nothing to share with a person, it will be difficult to develop a liking. However, you may cheat yourselves out of interesting acquaintances and, perhaps,

friends, if you follow your first impressions. Certain qualities lie too deep to be seen at first meeting or in brief encounters.

It is well to remember that you must bring to a friendship the qualities you seek in your friend. There is an old saying, "One finds what he brings." Perhaps there is no person who is wholly truthful, wholly loyal, or wholly unselfish all the time. There are many people who have grown to be more truthful, more loyal, and less selfish, just as they have grown in height and learning year by year. If you value these qualities yourself, choose for your friends persons who feel as you do about them. Then your friendships will help you all to grow.

Things to do

1 List the qualities you like or desire in your friends. Check these with yourself and see how many of them you have.
2 Name qualities that you think will prevent the building of real friendships. Do you have any of these qualities? If so, what can you do about it?
3 Decide to what extent a real friendship can be built if one of the persons is domineering and selfish.
4 Find a story about friendship and retell it to the class.

3 *How shall we choose our friends?*

Choosing something and being sure that you will be satisfied with your choice is a difficult matter. You may puzzle quite a while over the choice of a handkerchief or a hat. Before you spend your cash for it you can see the color, inspect the material, and check in several ways whether it is suitable, durable, and desirable. Even then you are sometimes disappointed in your choice. Choosing friends is even more difficult. There is no way in which you can determine the personal qualities of another girl to know surely that she is suitable, durable, and desirable as a friend.

However, there are certain points which may serve as our guides when we choose friends.

We should choose friends who have the qualities already discussed as important in friendship. Few, if any, persons are 100 per cent honest, loyal, sincere, and so on through the list of qualities we discussed. Many, if not most, people are interested in possessing these qualities. We want to choose our friends from the group to whom these qualities are important.

We tend to choose as our friends persons who have the same interests that we have and like to do the same things that we do. If we have never studied music and know too little about it to find it interesting, we may be bored by a person whose only thought is of music. If we are bookish, we may find little to share with the person who never reads and never thinks. *Sharing* is really the secret of a successful friendship, and if we have nothing to share with another person in interests and activities, a friendship can scarcely grow between us. Fortunately, most of us have not one but many interests, so there are many possibilities of making contacts that may lead to friendships.

Personal standards should be considered in choosing our friends. You may quickly reply, "Oh, I would never choose as a friend a girl who had poor standards of cleanliness, dirty nails, and hair not combed. My friends must be neat and clean." It is easier to see low standards in the care of the body than it is to see low standards of thinking and living. Yet the standards we hold for thinking and

We should choose not one friend but several. Many girls limit their chance for comrades and growth by having only one person with whom they share their interests and activities. This is much like climbing a hill and looking at the view only in one direction. It may be fine on all sides. One needs to view life from various angles, through the eyes of many friends.

living matter most in making a person a good friend. We want our friends to be clean in body and mind. We know the person with low standards has little to share.

In choosing friends, we should seek those who want to *share,* not those who want to boss us or lean on us. If we can find sharing friends, there will be growth for us all. If we have a bossy friend, we almost become "things" for her to manage instead of sharers with her in plans and activities. If we have a "leaner" as our friend, we are likely to tell her what to do and what to think. So, we ourselves may become bossy. Such friendships do not help us to grow. We should choose as our friends persons who will *share* with us, so there will be equality in our relationship.

Things to do

1 Consider two or three of your friends, and write for each an account of how you and she came to be friends.
2 List the ways by which you may judge whether a person has made the right choice of friends.
3 Give examples of a good choice of friends and of a poor choice.

4 *How can we make friends?*

In a school one day a shy, lonely girl watched her classmates go to the game room by two's or four's, chattering merrily on the way. She made one or two slight efforts to get into one of the groups without success. At last she went to the teacher in charge and said, "Can you help me? I'd like to be friends, too, but I just don't stick." Many of us are like her. We would like to find a way that would help us to "stick" in making friends. We may think it would be fine if we could find a short cut or a magic way of drawing friends to us and holding them there. This might be possible if we were magnets and other people were bits of steel. However, friendships are between live people, not between magnets and steel. In the making of them, nothing is more important than consideration of people as people.

A girl who has many friends suggests the following qualities as important in making friends.

Be sincere and trustworthy. Real friendship is impossible unless we can trust one another. Trust goes when we find we have been deceived. Deceit and double-dealing soon are discovered and the double-crosser is held off at arm's length by people as a protection from her. Not only does the friend who has been deceived become wary of her, but others as well. On the schoolground we sometimes hear words like these: "Well, I told her I wouldn't tell, but I'll tell you." "I said I'd go with her, but I'll tell her that mother kept me in; I'd much rather go with you." This is cheating, isn't it? When one cheats all the time, soon her word means nothing to her or to others. Then her friendship also means nothing to others.

Be kind and generous in speech and thought. Unkind words have a way of being repeated, added to, and emphasized so that their hurt goes on and on. Said in a careless and thoughtless manner, they are often repeated as if they were reasoned thinking. We all need to remember the warning of the poet, Will Carleton:

Boys flying kites
Haul in their white-winged birds.
You can't do that,
When you're flying words.
Thoughts unexpressed
May sometimes fall back dead,
But God, Himself, can't kill them,
When they are said.

Saying pleasant things isn't enough; we must think pleasant things. What we think determines what we are and what our attitude will be. That in turn affects our friends. Our words and our thoughts both affect our success in making friends.

Be considerate. Courtesy and consideration bring good returns, not only in building good habits, but in drawing friends to us.

Be interested in the interests of others. Having interest in the interests of others is a good way to grow in wisdom and in friends. This is very different from having interest in other people's business. This last, which is merely being "nosy," destroys friendship, while the first builds friendship. People like to talk about their hobbies, their work, and their play. Friendship deepens as you listen. Being a good listener is said to be one of the characteristics of a friend. We must listen if we are to understand and share the thoughts of our friends and the things they are doing. Possibly you may learn to like the special interests of your friends. *Your* interest then will help you to make friends and increase your own capacity for pleasure.

Avoid boasting and pretense. Sometimes we make the mistake of bragging about our family, our home, our car, and so on, in an effort to impress our classmates with our importance. Sometimes these claims become so absurd that they amuse rather than impress. The same thing is true of reckless spending of money to make a show. People are seldom deceived by extravagance in talk or spending. They will doubt our wisdom and our training if we try to brag or spend our way to attention. We lose rather than gain friends when we rely on pretense and display.

Bring your best self to the friendship. "We will find what we bring." If we bring envy, jealousy, self-pity, and a whining discontent with life, we will not rise above that level in our friendship. If we bring generosity, happiness, and enthusiasm for living, we will make friends at that level.

Things to do

1 Imagine that you are the editor of a girls' page in a newspaper. A schoolgirl writes you that she is lonely and wants to know how to make friends. Write a paragraph telling her how to do this.

2 Make a list of "Do's for Making Friends" and one of "Don'ts for Making Friends." How do they compare?

3 Think of a person who has many friends. List the qualities he or she has that are responsible for these friendships.

5 How can we keep our friends?

Choosing friends is the first step, making friends is the second step, and keeping friends is the third. Perhaps it would be more nearly true to say that keeping friends includes a number of steps. To make the friendship worthwhile, the keeping must continue over a much longer time than is required for the making. What we will do to keep anything depends upon what it is we wish to keep. If it is money, we may put it in the bank; if it is a bracelet or a watch, we may put it in one of our boxes or a drawer; if it is a dog, we may tie it on a leash and take it with us. You can do none of these things with friendship. It is not a material thing that can be put away and when taken out be found the same. It either increases or decreases. It gains in strength or loses.

In order to keep our friends, then, the bond between us and them must be alive and growing. *Sharing* is important in keeping the friendship alive and growing. Sharing is not dividing something into smaller parts; rather, it is possessing and enjoying something together. That is what we want in friendship. Shared confidences, shared understanding, and shared love all help us to keep our friends. Being true to our friends helps us to hold them. Being true to them doesn't mean agreeing with them at every point and taking their side in school squabbles. Shakespeare speaks of being true in these words:

> This above all: to thine own self be true,
> And it must follow, as the night the day,
> Thou canst not then be false to any man.

If we are true to ourselves, we will be fair and honest to our friends.

Being thoughtful and considerate will help us keep our friends. With friends, as with our family, it is important that thoughtfulness and consideration should characterize our every contact. It is easy to presume on friendship. We can all think of many examples of this. Anne and Rachel

were in the school hall talking about plans for a school party, and Jane was waiting for Anne at the door. Anne suggested to Rachel that they go to the class sponsor to talk about the favors. When asked if Jane were not waiting for her, she replied, "She can wait; she's my friend." Friendship does not give us the right to be demanding, hurtfully frank, brutally rude, or unkind in our remarks and action. Ugly comments on hair that cannot be changed, clothes that must be worn, or the peculiarities of some family member are not excusable.

In China, it is believed that "keeping one's face" is necessary for living. By "keeping one's face" is meant holding

> Perhaps the most important thing in keeping friends is being worthy of them. A poet, thankful for friends, puts his desire to keep them into these words:
>
> It is my joy in life to find
> At every turning of the road,
> The strong arms of a comrade kind,
> To help me onward with my load,
> And since I have not gold to give,
> And love alone must make amends,
> My only prayer is "While I live,
> God, make me worthy of good friends." [1]

one's self-respect and carrying one's head with pride. The sharing involved in friendship may give us information about our friend that, if widely circulated, might cause her to "lose face." Perhaps her clothes are all "made-overs" and the other girls think they are new. Perhaps her loved father has lost his job and the family soon must go to live with the grandmother. Perhaps there is some member of

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[1] Frank Dempster Sherman, "A Prayer," *High Tide—Lyrics of Joy*. Houghton Mifflin Co., Boston.

her family mentally sick. If we know such facts because we are friends, we should be careful not to hurt our comrade, either directly or by causing her to "lose face."

Keeping our friends will be made easier if we constantly remember what friendship really is. We should not use our friend to keep us satisfied with ourselves. If we want her to act as a mirror in which we can see a flattering reflection of ourselves all the time, we will not be able to keep her friendship. She must be true to herself, and we should not demand that she be otherwise.

Things to do

1. Talk with your mother or father about some friend that she or he has had for years. Find out why the friendship has lasted.
2. Describe a great friendship recorded in history or literature.
3. Explain how the Golden Rule aids in keeping friends.
4. A young man recently said, "I expect my friends to do something for me. I want no other kind." Explain his prospect of keeping friends.

6 *What are causes of difficulty in making and keeping friends?*

Sometimes girls are lonely, lacking friends just because there are no persons of their own age around with whom to be friends. A mountain home, far away from any neighbors, might be a happy place, and the sisters and brothers in it might enjoy playing together, but there would be little chance for them to make friends. An American girl, with her parents in South America, but lacking any knowledge of the Spanish language, would have small chance of making friends. There must be other girls and boys with whom one can talk and exchange ideas if one is to make friends among them.

Another difficulty, perhaps more common, is that we just do not know the rules of playing and being together which are accepted by the crowd we would like to be in.

COURTESY H. ARMSTRONG ROBERTS

• A good sport has a good time playing under the rules of the game, regardless of how the score stands.

Sometimes our manners are different from theirs, and that holds us apart. A carefully reared southern girl, always thoughtful of her "Yes, ma'am," "Thank you, ma'am," and "If you please, ma'am," was for a long time shut out of friendships in a midwestern school because her classmates thought her "ma'ams" seemed unnatural and put on for show.

Kate, a tomboy, always one of the group in early school days, found herself left out when the class entered junior

high school. Kate couldn't understand the reason for this. When her teacher inquired of the other girls, they said, "She just doesn't know anything about behaving. She is like a bull in a china shop. She wants to wrestle and scuffle even when we are all dressed up." Kate failed to keep up with the rules accepted by the group. She was lonely and lacked friends until she accepted and began to follow the rules of her school group.

Sometimes a person knows the rules of the group and follows them, but has difficulty in making a friend out of an acquaintance. She is unable to trust people. Perhaps back in her childhood a friend failed her and now she refuses to trust anyone. She doesn't want to be hurt again. A child who refused to walk because she might tumble would miss much joy in living. Once a tumble doesn't mean always a tumble. This girl must be adventurous and take her chances on friends, else life will be rather flat.

Another difficulty sometimes found in making friends is that the person does not know what friendship is like or how to help it to grow. If one thinks that a friend must be an owner or a guardian, she will find her ideas are not accepted by others, and she will always be disappointed. Sometimes the difficulty in making and keeping friendships is that one or the other tries to boss or rule the other. For example, a girl was asked by her older sister where the friend was who had been always about some weeks earlier. The girl replied, "She thought being friends gave her charge of an army, and I was it—and I didn't think so." When we try to boss or rule, we forget that friendship is based on *sharing* for the equal satisfaction of both.

Most of our difficulties in making and keeping friends arise in what we and our friends are, in our failure to understand what friendship is, and in our lack of skill in expressing friendship.

The ways we may use to express our friendship include almost every means of communication that is known. The most common means is perhaps conversation. We can ex-

press our friendship in our talk. Words of affectionate regard and approval are appreciated by everyone; they bring us courage and assurance. Some girls and boys feel that such expressions are "sissy" and so are to be avoided as embarrassing. This, of course, is a mistake. Sincere statements of our pleasure and satisfaction in our friendships show strength rather than weakness.

Letters and notes are a means of expressing friendship. These can be written and sent at any time and for any purpose. In joy or sorrow, in health or illness, in success or misfortune, a letter or note seems to bring the sender to us and to assure us that friendship is not limited by distances.

Since long, long ago, even before the Three Wise Men came "bearing gifts of gold, frankincense, and myrrh," regard and affection have been expressed through gifts. Our gifts may not be so rare and costly as those the Wise Men brought, but they carry the same message. If our gifts are to express our friendship, we should remember that the important thing in giving is

> Not what we give, but what we share,
> For the gift without the giver is bare.

Our gifts may be either objects or deeds. As long as they are given in the spirit of friendship, they will have meaning. The giving of things is the most common. There is almost no limit to the objects which serve as gifts. Gifts may be made or purchased. The great variety of articles displayed at the holiday season as "gifts for your chum" or "gifts for your boy friend" show the importance of *things* in our scheme of giving.

The giving of service is common among friends. Examples of such are helping with the general housework, preparing food, assisting in the serving of meals, and caring for a small child when the need arises. Many times, giving a service is the most appropriate gift possible. When friends are moving to a distant place or going on a long

journey, or when they have guests visiting in their homes, gifts of service are greatly appreciated.

In times of sorrow and misfortune, thoughtful friends may give one courage to face matters and carry on. The gift of courage is not small. It can be given only by one who has both courage and the ability to share it. No gift is finer.

Certain events, such as Christmas, Valentine's Day, birthdays, and graduation, have come to be generally accepted as times for gifts. Occasions of special joy and happiness, or of special honors and recognition for a person or family, merit expressions of affection from relatives and friends. The pleasure in such an event is always more enjoyed when we know others, too, are interested in our good fortune.

So expressing our friendship becomes a real way of adding to the joys of others and also to our own. We can say with the poet Whittier:

> For somehow, not only for Christmas,
>   But all the long year through,
> The joy that you give to others is
>   The joy that comes back to you;
> And the more you spend in blessing
>   The poor and the lonely and sad,
> The more of your heart's possessing
>   Returns to make you glad.

Things to do

1 Outline a program of conduct for yourself that will aid you in making and keeping friends.
2 Explain what to do if a difficulty arises in a friendship.
3 List the ways in which outsiders can influence us in our friendship.
4 Select five of your friends and suggest for each some desirable ways of expressing your friendship. Give your reasons for the suggestions you make.
5 Give examples of gifts of service that you might give to friends.

7 How shall we choose gifts for friends and family members?

Time and thought should be given to selecting a gift if we are to make a wise choice. The gift should be suitable for the person to whom it is to be given. Many times we choose something we ourselves want instead of considering what our friend or family member might like. In such cases, we may chance to choose a gift the person will enjoy too, or we may add another "white elephant" to her collection. Considering the tastes and interests of our friends and family members is a safe guide to a wise choice.

A gift that expresses the personality of the giver is especially nice. Whenever we see or use such gifts we recall the giver. A gift that expresses the personality of the receiver is nice too. A gift that expresses the personality of both the giver and receiver is almost an ideal one. Such gifts are only possible when time and thought are given to their selection. They are the kind that are lasting in the joy and pleasure given.

The amount of money spent for the gift should be in keeping with what we can afford. It is considered bad taste to give expensive and costly gifts. Much harm can come from such a practice, and the giving of gifts is no longer a pleasure. The amount of money spent has little or no relation to the joy and pleasure that a gift brings. The spirit that goes with the gift is much more important, as is also the ability to choose wisely.

Deciding just what we shall give is not an easy matter. Our choice of gifts will not be the same for everyone. We want our gifts to be interesting and unusual. We sometimes prefer a gift that is useful, possibly something for which the person has much need. Whatever the type of gift, we do want it to be enjoyed.

Careful planning should be done before the time of shopping. Various articles that seem suitable to the person may be listed. Shopping then is done for these. When we

find what seems best for what we can afford to pay, our choice is made. One of the less busy hours of the day is a better time for shopping. If a Christmas gift is to be chosen, the earlier part of the season is the best time to do it.

Many people enjoy making their gifts. They feel that such gifts express much more of the giver than does a purchased gift. Usually the gifts we make cost less money but require more time and effort than those we buy. In planning for the making of gifts, the time we can give to the work should be considered. Gifts that can be made in the time we have free should be chosen. Our ability in making gifts should affect our choice. We have more enjoyment in what we can do well. Trying to make a gift that is too difficult for our abilities may take away from our pleasure in giving it.

There are many gifts that we can make. We may work in the crafts and make desk sets, greeting cards, textile prints, and decorative centerpieces. We may prepare various foods, such as cake, candy, preserves, and puddings. We may use our sewing skill in making gifts such as pot holders, aprons, shoe bags, and handkerchiefs. All sorts of original and different ideas can be used. Giving gifts may be a joy and a pleasure if we make it so. Whether purchased or made, the gift should express our sincere friendship.

Things to do

1. Decide upon gifts that would be suitable for the members of your family.
2. Select five of your friends including a mature person, a boy your own age, a child, and two others of your selection. Decide upon one or more gifts that would be suitable for each person.
3. List five considerations that you think are most important in choosing gifts. Put them in the order of their importance.
4. Give examples of interesting and unusual gifts that are not expensive but show thoughtfulness on the part of the giver.

COURTESY AMERICAN HOME MAGAZINE

• For friends with a "sweet tooth," no gift could be finer than homemade fudge.

8 *How shall we make candy and popcorn?*

Nearly everyone has a "sweet tooth," so candy is always an acceptable treat. Homemade candy is especially well liked. Stuffed dates, fruit candy, peanut brittle, and fudge are popular and easy to make. They differ widely from each other in the ingredients and method used and in the finished products. Though popcorn is not a candy, we often make and serve the two together. Both are always nice to give to our friends or to make for our family group.

Stuffed Dates or Figs

The following utensils will be needed: mixing bowl, plate or pie tin, measuring cup, measuring spoons, cooking spoon, paring knife.

1 package dates or figs
3/4 c. walnut or pecan meats in large pieces
1/3 c. granulated sugar

Remove seeds from the dates; cut each fig into two or three pieces. Place nut meats in center of fruit and close fruit around them. Roll in sugar until completely covered.

One girl—4 dates, or 2 figs.

Fruit Candy

The following utensils will be needed: saucepan, mixing bowl, food chopper, measuring cup and spoons, mixing spoon, pie pan.

- ¼ c. dried prunes
- ¼ c. dried apricots or peaches
- ¼ c. dried figs
- ½ c. dates or other dried fruit
- ¼ c. raisins
- ⅓ c. honey
- 1 T. butter or substitute for oiling hands
- ¼ c. chopped nuts or coconut

Put prunes and apricots in saucepan and cover with boiling water. Let stand 5 minutes. Pour off water and remove seeds from prunes. Run all the fruit through the food chopper, using a fine knife. Add honey and mix all together. Butter hands and shape mixture into ball. Roll in the chopped nuts or coconut. (If the dried fruit is purchased in the bulk, it should be thoroughly washed, as the first step.)

Two girls—½ recipe.

Peanut Brittle

The following utensils will be needed: saucepan or kettle, cooking spoon, measuring cup, measuring spoons, platter, pan or candy slab, well oiled.

- 2 c. sugar
- 1 c. white or dark corn sirup
- ½ c. water
- 2 T. butter or substitute
- 2 c. raw peanuts
- 1 t. vanilla
- 2 t. soda
- 2 t. butter or other fat for oiling

Cook sugar, sirup, and water until the crack stage. (This is determined by dropping a drop of the sirup in

cold water.) Add butter and peanuts. Cook, stirring constantly, until the sirup becomes brown in color.

Remove from the fire. Add vanilla and soda, stirring until the soda is thoroughly dissolved. Pour on a platter. When set, slip from the platter and turn. When cold, break into pieces.

One girl—¼ recipe.

Chocolate Fudge

The following utensils will be needed: saucepan or kettle, cooking spoon, measuring cup, measuring spoons, table knife, candy pan or pie pan, oiled.

- 2 c. sugar
- 6 T. cocoa or 2 sq. unsweetened chocolate
- ⅛ t. salt
- ⅔ c. milk
- 2 T. butter or substitute
- 1 t. vanilla
- 1 t. butter or other fat to oil pan

Put the sugar, milk, salt, and cocoa, or chocolate cut in small pieces, in a pan or kettle and mix well. Place on the fire and cover until the boiling point is reached. Cook to the soft-ball stage (234° to 238° F.). Add butter and flavoring, and cool to room temperature without stirring. Beat until the mixture is creamy and thick. When it has lost its glossy appearance and will hold its shape when dropped from a teaspoon, pour into the oiled pan. When cold, cut in squares.

Two girls—½ recipe.

Popcorn

The following utensils will be needed: large aluminum or iron kettle or pan with lid that fits well, large spoon with long handle, measuring cups and spoons.

- 3 T. popcorn
- 1 T. butter or substitute
- ½ t. salt

Put the butter and salt in the kettle or pan and heat until hot but not smoking. Add the popcorn and stir until

well coated with the fat. Cover the kettle with the lid and shake kettle continually back and forth over the flame or heated stove lid until the corn is popped. During the popping, adjust the flame so as not to burn the corn. Turn popcorn into a large pan or bowl and serve at once.

Popcorn is served in individual bowls and eaten with the fingers.

Two girls—½ recipe.

Things to do

1 Compare and judge products.
2 Determine cost of candy per recipe.
3 Determine cost of popcorn per recipe.
4 Decide to whom each might be given and upon what occasions.

9 *What gifts shall we make for our friends and family members?*

Deciding what to make is an important part of making gifts. First of all, we should think of the person for whom the gift is to be made. Her likes and dislikes should be considered as well as the use that she will make of the gift. There are many useful gifts which are simple to make and can be attractive as well as inexpensive. The directions for making a number of these are given in detail in the following pages.

Hot Pad Lifter or Holder

The hot pad lifter can be made from almost any cotton material that we may choose to use. Since it is used for handling hot pans, it should be of several thicknesses. The inside pieces may be cut from a used turkish towel or from outing flannel, and the outside covering may be made from attractive cotton material, such as gingham, percale, or other prints.

To make a holder six inches square, the procedure will be as follows:

1. Cut two squares of material for the outside pieces, $6\frac{1}{2}'' \times 6\frac{1}{2}''$.

2. Cut four pieces of material $6\frac{1}{4}'' \times 6\frac{1}{4}''$ for filling.

3. Place the four pieces between the two pieces cut first, having the right sides to the outside.

4. Baste firmly in place.

5. Stitch diagonally across from corner to corner.

6. Make rows of stitching one inch apart on each side of the first row.

7. Repeat Steps 5 and 6 from the opposite corners.

8. Finish the edge by binding with bias tape, allowing the bias tape to extend long enough to form a loop to use when hanging the holder up.

9. If plain material is used, the rows of stitching may be omitted and a design may be outlined on the holder on each side.

10. Holders may be cut in various shapes and sizes and made in the same manner.

Laundry Bag

A laundry bag is a useful and inexpensive gift that can be made. These can be made in various shapes and sizes, the size depending upon the use to which it is put. Directions for making a medium-sized laundry bag are as follows:

1. Use ¾ yard of fast-colored wash material.

2. Fold the material lengthwise in the middle with right sides together.

3. Sew the two selvedges together with a plain seam.

4. At one end of the folded and stitched material, make a plain seam.

5. At opposite end put in a four-inch hem.

6. Measure up one inch from the line of stitching holding the hem and make another row of stitching. The space between the two rows of stitching forms a casing.

7. At each side of the bag between the two rows of

• Gifts need not be elaborate or expensive. The most-appreciated gifts are those that show that some time and thought have been given to their selection. Many people enjoy making gifts, such as this shoe bag and laundry bag. Color, fabric, and design may express the personality of the giver and the one who receives the gift. Whether purchased or made, the gift should express our sincere regard and affection.

stitching which form the casing, make a worked buttonhole through only the outer piece of material.

8. Through the casing run a double draw cord.

If desired, the bag may be decorated with appliqué or embroidery.

Handkerchief Case

Many people keep their handkerchiefs in soft, scented cases made just for that purpose. These cases are nice gifts and can be made of a color that harmonizes with a particular color scheme. Directions for making a handkerchief case are as follows:

1. Cut two strips of material 14″ long and 8″ wide, and a strip of quilting cotton slightly smaller than the two strips of material.
2. Place the cotton on one strip of the material.
3. Sprinkle some sachet powder on the cotton.
4. Cover cotton with second strip of material.
5. Pin together and baste.
6. Turn under the edges on all four sides and baste.
7. Fasten edges securely with a slip stitch, or use a harmonizing color of thread and make small running stitches.
8. With wool yarn or a soft crochet cotton, take a small stitch on the right side diagonally out 2″ from each corner and tie a knot.
9. From the center measure out one inch and make a similar knot as in Step 8.
10. Make as many knots as desired.
11. Fold crosswise at the middle and fasten the two ends by the use of snap fasteners, ties, or button and loop.

The Triangle Scarf

The bright-colored scarves with fringed edges that are worn by many are easily made and can be inexpensive. Materials of cotton, wool, rayon, or mixtures of these offer a wide range from which to choose. Though plaid mate-

rials are popular, plain and figured materials, too, make attractive scarves.

The following directions tell how one of these scarves is made:

1. Cut a piece of material 24″ square.
2. Pull a thread on each of the four sides, one inch from the edge.
3. Machine stitch through the line where the thread was drawn.
4. Beginning at the edge of the material, pull the threads from all four sides up to the line of stitching.
5. If it is to be used as a double scarf, fold diagonally to form a triangle.
6. If a single scarf is desired, cut on the diagonal fold and hem, either by hand or machine, the cut edge making a one-fourth-inch hem.

Things to do

1 Make one of the articles described for your mother or one of your friends.

2 Begin a "gift scrapbook" to contain newspaper and magazine clippings that give directions for making gift articles.

10 *What gifts shall we make for children?*

Much joy and satisfaction can be had from making gifts for children. Useful and attractive toys can be made inexpensively.

Dolls and Animals

Animals made from wash materials and stuffed with cotton or scraps of material are greatly enjoyed by children. Patterns for these can be purchased in various sizes, and if one will follow the pattern guides and suggestions, a satisfactory doll or animal can be made. Our success in making a stuffed toy depends a great deal upon the care and patience

• Good toys for children are these cuddly animals and dolls. They are made from scraps of cotton material and stuffed with cotton. Patterns that are simple to follow may be bought for the animals and dolls pictured here.

we have in doing the task. When finished the toy should be firm but soft, smooth, and free from bumps. Suitable materials to use are cotton prints, outing flannel, muslin bleached or unbleached, turkish toweling, gingham, and any other closely woven material. Cotton velveteen makes a very nice stuffed toy. Old material of this kind can be satisfactorily used.

Doll Clothes

Doll clothes are interesting to make, and they give much pleasure to children. This is especially true when the clothes can be put on and taken off the doll with ease.

The doll cape is easy to make and can be made from any kind of material. The size made depends upon the size of the doll. Use the following directions and adjust measurements to fit the doll for which the cape is to be made. This cape is for a doll twelve inches tall.

1. Make a circle using a radius of four inches.
2. From the center make a circle with a ½-inch radius.

COURTESY H. ARMSTRONG ROBERTS

• Every little girl enjoys playing house. Clothes for her dolls are a source of great enjoyment.

3. Cut out the small circle. This makes the neckline.
4. Mark a center front which will be on the straight of the material.
5. Cut the center front line as marked.
6. Hem the two sides of center front with a ¼-inch hem.
7. Hem the neckline with a ⅛-inch hem.
8. Hem the bottom of the cape with a ¼-inch hem.
9. Sew a 4-inch piece of narrow ribbon on each side of center front at the neckline. These are the ties used for fastening.

Patterns for doll clothes are made by all commercial companies.

Things to do

1 Make one of the gifts for children as described here.
2 Find out from some children you know what their favorite toys are. Report to the class your ideas for making one of these toys.

COURTESY DENNISON MANUFACTURING COMPANY

• Beautiful wrappings can add much to the charm of gifts at Christmastime or on other festive occasions.

3 Keep a scrap bag for new and old scraps of material that might be used for making dolls' clothes or other gifts for children.

11 *How shall we wrap gifts?*

"Why not glorify your Christmas gifts this year?" reads an advertisement for a company that makes fancy paper and wrappings. "Dress them up and make them more alluring," it further says, offering suggestions for wrapping gifts. The idea of "dressing up" gifts is not limited to Christmas. We try to make every gift package lovely, regardless of what it is or when it is given. In the wrapping of gifts we have a fine opportunity to express original and clever ideas.

The wrapping of the gift may add to or take away from

COURTESY H. ARMSTRONG ROBERTS

• The "dressing-up" of gifts is not limited to Christmastime. We should try to make gift packages neat and attractive regardless of how simple the gift is or in what season it is given.

its attractiveness. A beautiful package interests us more than one tied up in an ordinary way. The pot holder, the glass of jelly, or the string of lacquered pods appear to much better advantage when wrapped attractively.

The gift itself should influence the choice of wrappings, and the two should be somewhat in harmony. Dainty and delicate wrappings should be used for gifts of this type. Sturdy and colorful wrappings are suitable for utility gifts.

The occasion of the gift should also be considered in its

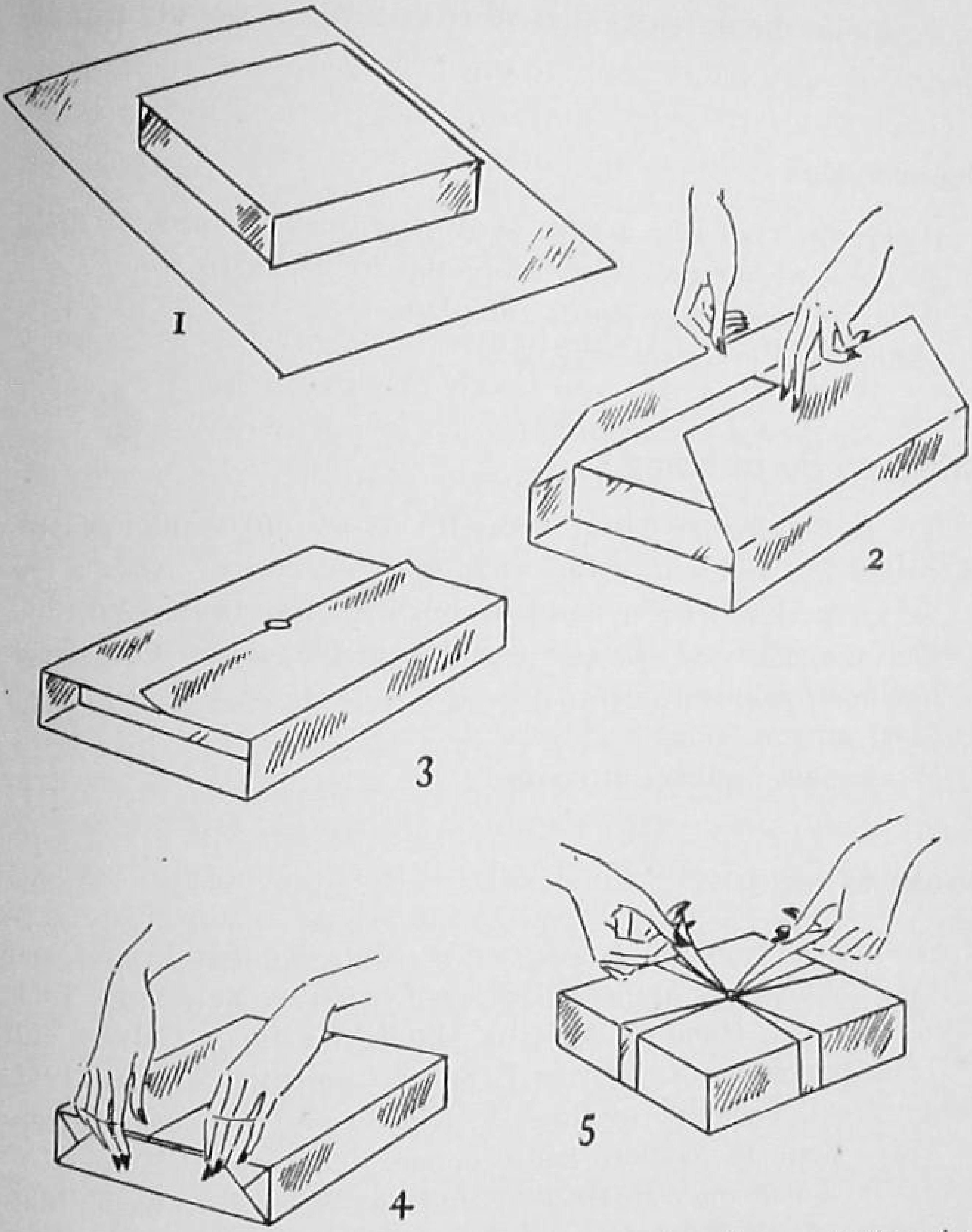
wrappings. Emblems and colors characteristic of the occasion or season are nice to use. Christmas trees, Santa Clauses, stars, stockings hung on a fireplace, and the colors red and green belong to Christmas; hearts and cupids, and the colors red and white belong to Valentine's Day; and shamrocks, pigs and pipes, and the color green are for St. Patrick's Day.

Too much money should not be spent for wrappings. With all the numerous and lovely things in the stores, it is easy to make the wrapping of a gift absurdly expensive. The cost of the wrapping should certainly never exceed, and would ordinarily be much less than, the money value of the gift.

Things needed for wrapping gifts are boxes, paper, cards, ribbon, seals, paste, pins, and scissors. Before selecting the materials, the color scheme should be decided upon and the general plans should be made for the wrapping. Colors that go well together should be selected. Combinations of figured and plain materials are more pleasing than are combinations of all figured ones. Sometimes it is desirable to choose colors for the wrappings that are in harmony with the colors of the gift.

We should remember that neatness is the most important factor in wrapping gift packages. Some guides that have been found helpful are given here:

1. The box to be wrapped should be placed top down on the paper in order to have the smooth surface on top.
2. All seams and joints should come on the bottom of the package.
3. The paper should be cut the correct size with 1-inch overlap left in the middle, and a little over half the depth of the box left on the ends.
4. The ends of the paper are brought around the box and then fastened with paste or seals, forming the bottom of the package.
5. The ends of the paper sticking out should be folded



• These five steps will insure a neatly wrapped package, whether the material used is simple or elaborate.

in neatly on both sides and fastened down with paste or seals to the box.

6. The box is then decorated as desired with ribbon, seals, or other materials.

7. When two differently colored papers are used for a tailored effect, they are pasted together before wrapping. The seam is then covered with ribbon.

8. Cellophane paper is used over a plain paper, usually white.

Things to do

1. Divide the class into groups of two or three members. Bring gifts and wrappings. Plan wrappings for the gifts.
2. Wrap packages according to the plans.
3. Exhibit and judge the packages.

Things to do at home

1. Try to be a better friend, yourself. Work out a plan of procedure and follow it. Make changes as necessary. After a few weeks, check yourself to find how much you have improved.
2. Plan the gifts you will give your closest friends for Christmas; for their birthdays.
3. Make gifts at home.
4. Wrap some packages attractively.

Books to read

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

First Course in Home Making by Maude Richman Calvert and Lelia Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Junior Home Problems by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

15

Selecting and preparing school lunches

Many girls and boys eat their noon meal away from home, because they live a long distance from school and the noon period is short. Some schools furnish a room in which lunches brought from home are kept and eaten. Some schools provide cafeterias or lunchrooms where a whole meal can be purchased for a small amount of money. In other schools it is possible to buy a part of the lunch, perhaps one food, and bring the rest from home. These plans are all much more satisfactory than the light lunch snatched at a commercial lunch counter or hot dog stand. In such places the quality of the food is often uncertain, the price is usually high, the cleanliness is commonly doubtful, and the chance of obtaining a balanced meal is extremely poor.

Pupils and their parents do not always realize the importance of the school lunch and often give too little attention to the provisions made for it. However, interest in good school lunches is growing. Many organizations and individuals are lending support to the movement, and the government is making possible the right kind of school lunches for girls and boys at a small cost to them.

School activities require much energy which must be supplied by food. Successfully meeting these food needs in two meals is almost impossible. It is necessary that we know how to select, plan, and prepare school lunches so that we may protect our health.

1 *What is a good school lunch?*

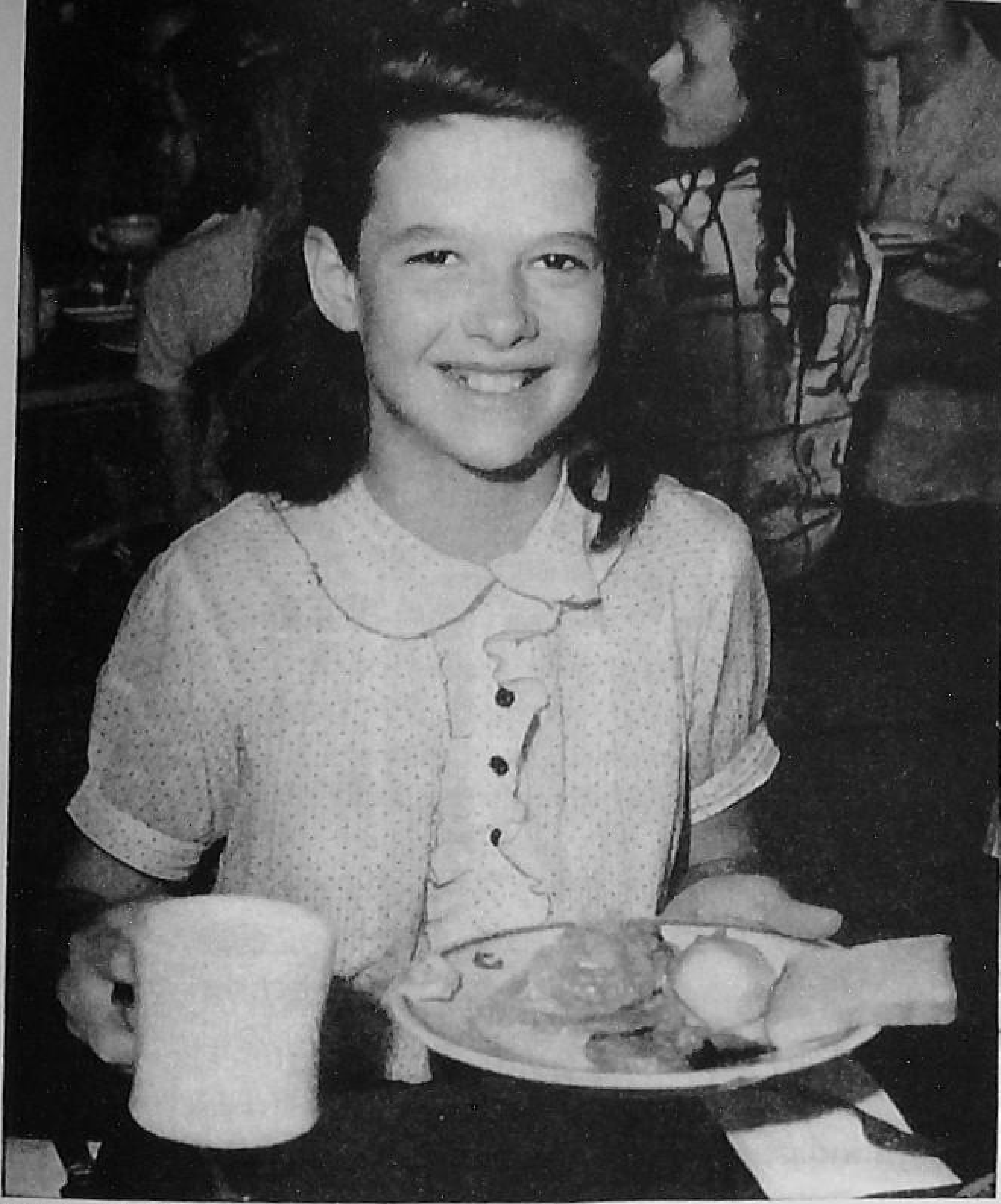
Perhaps most of us give less thought to the standard of our school lunch than we do to that of our other meals. If we buy lunch at the school cafeteria, we may have to choose the foods ourselves. The sight of a thick wedge of chocolate pie may cause us to forget the importance of a bowl of vegetable soup or a glass of milk. If we bring our lunch from home, we may grow weary of the daily task of planning lunch, packing it, and carrying the box.

It is so easy to say, "An ice cream cone will be enough for me; I'll not bother with taking a lunch" or "I'll get a hot dog and a bun this noon." However convenient these foods may be to obtain, they do not furnish the proper lunch, and the person who makes this a practice will suffer eventually. Although it requires more effort, thought, and care, the time spent in studying the values of a school lunch and putting good standards into practice brings rich returns.

The school lunch, regardless of where it is obtained, should be sufficient in quantity for our needs. This means that it should contain about one-third of the day's food. The quantity should be as much as we would have if we were eating the meal at home. School lunches are commonly lacking in respect to quantity.

All the "must-have" foods should be well represented. These foods, as you remember, include milk, vegetables, eggs, cheese, and meat, fruit, butter, grain products, and water. Recalling what we ate for breakfast and checking the menu for dinner will help us make a wise selection of our lunch. A one-sided or unbalanced meal at lunchtime makes it difficult to obtain the needed foods for the day.

The school lunch, like all other meals, should be attractive, appealing to the appetite, and well prepared. Often we fail to apply this rule to the school lunch because it is not a formal meal. This, however, should never make us forget good standards. Unless the food is attractive, appealing, tasty, and well prepared, the amount eaten may not



U. S. D. A. PHOTOGRAPH BY FORSYTHE

• Of course this girl smiles—she has a good lunch at school.

be sufficient. The conditions under which the lunch is eaten often add little to the pleasure of the meal.

The school lunch should have at least one hot dish. In some places school cafeterias make this easy; in others, special lunch box equipment solves the problem. No one needs to be without one hot dish if careful planning is done. If the hot food is purchased at the cafeteria or school lunchroom, there is only the problem of selecting it. If it is brought from home, cocoa, caramelized milk, and soups of all kinds can be kept hot in special jars that fit in the lunch box.

The school lunch should contain a variety of foods, and

its menu should be changed from day to day. Obtaining variety in the school lunch is more difficult than in the meals served at home. The cafeteria menu may include only a small list of foods. Then, too, the foods suitable for a lunch box are quite limited. Even under these circumstances, most of us could have better school lunches than we do, with a little more thought and effort.

Things to do

1 Write down the foods you had for lunch yesterday or today. Decide whether or not it was a good lunch.
2 Judge the lunches of all the class. How many had good ones? How many had poor ones?
3 Find out which lunches were the best and which were the poorest ones—those eaten at home, those eaten at the school cafeteria or lunchroom, or those brought from home.

2 *How shall we select our lunch at the school cafeteria?*

When one eats lunch at the school cafeteria or lunchroom, the responsibility of obtaining a satisfactory lunch falls quite largely upon her. Especially is this true when the right foods may be had at the cafeteria.

A wide range of food is served in many cafeterias. Often suggestions are given for combinations of foods that make good lunches, for a stated price. In other cafeterias a small range of food is served, perhaps not more than three items. Choice here is greatly limited. Some cafeterias provide one regular lunch and also one or more foods for adding to the lunch box brought from home. In still others, only a few simple foods to add to the lunch brought from home are served.

One of the first considerations in choosing a lunch is the amount of money we have to spend. We wish, of course, to get the most for our money in what we buy. School cafeterias usually are operated to accommodate school children and not to make money, so their prices are

not high. Even so, if we have only a small amount to spend, we must select carefully to obtain an adequate lunch. We should remember that the most expensive foods are not always the most nourishing ones.

Our lunch should be selected with other meals of the day in mind. It should contain a full share of the day's food both in kind and amount. In most families the meal pattern tends to be always much the same, so it is not difficult to know in a general way what will be served for dinner. If for any reason the breakfast was light or not adequate, the lunch should help to make up the lack rather than leave all this "make up" to the dinner meal. Regardless of how great the temptation may be, we should not go without lunch. This is a dangerous practice and can be done only with harm to our health. As we have already learned, it is almost impossible to obtain in two meals our needed food for the day.

We should select a well-balanced meal with the seven basic food groups well represented in it. The quantity should be sufficient to provide for carrying on the afternoon's schoolwork satisfactorily. If we are having strenuous activity, such as physical education class or basketball practice, we may need a heavier lunch than that required on days with a lighter schedule.

If part of the lunch is brought from home, the choice of food bought at the cafeteria should be made in relation to this. We should know what the lunch from home contains and the food or foods needed to make a satisfactory lunch. It may be milk, soup, vegetables, fruit, sandwiches, ice cream, or other food. Knowing what we should have and what money we have to spend, our choice of food should not be difficult.

Things to do

1 Here are some school cafeteria menus with the prices of the foods; from these select good lunches for fifteen, twenty, and twenty-five cents:

	MAIN DISH	VEGETABLE	SALAD	DESSERT
Monday	Hot Tomale Pie	Buttered Apples Creamed Cabbage	Head Lettuce *Pear-grape	Tangerine *Peanut Brittle Fluff
Tuesday	Spanish Omelet	Buttered Peas Harvard Beets	Cold Slaw *Mixed Fruit	Jello with Ice Cream Brown Betty
Wednesday	Beef and Noodles	Creamed Turnips Spinach	Perfection Salad *Tomato-Lettuce	Glorified Rice Raw Apple
Thursday	Creamed Ham and Celery	Baked Potato Fried Apple Rings	Waldorf Salad *Spanish Peach	Gingerbread *Fruit Plate (banana and grape)
Friday	Boston Baked Beans	Cabbage au Gratin *Banana Scallops	Carrot-Raisin *Grapefruit-Orange	Baked Apple Chocolate Pie

Four items for 20¢, except those marked with an asterisk (*), which are 7¢ extra.

Chocolate milk, whole milk, or orangeade may be substituted for any item on the 4-for-20¢ plate.

Sandwiches are always available at 5¢

2 Judge the following lunches chosen by four pupils at school:

Menu 1

Baked Beans
Lettuce Salad
Bread-and-Butter Sandwiches
Peach Cobbler
Milk

Menu 2

Chop Suey
Baked Potato
Cabbage and Apple Salad
Bread and Butter
Custard

Menu 3

2 "Hot Dog" Sandwiches
1 Glass of Milk

Menu 4

Cream of Tomato Soup
Crackers
Cola Drink
Chocolate Bar

3 *How shall we prepare meat sandwiches?*

Sandwiches are one of the most common foods in the school lunch. They are included in both the school cafe-

COURTESY ARMOUR AND COMPANY

• Plain meat sandwiches always please!

teria lunch and in the one brought from home. Because sandwiches are made of bread, butter, and some kind of filling, they may be substantial and nourishing. A wide variety of sandwiches can be made. Different kinds of bread may be used: rye, whole wheat, nut, raisin, and white. Although peanut butter, jelly, egg, and cheese sandwiches are popular, perhaps those with meat filling are the favorites. Lettuce may be used with most sandwich fillings.

Meat sandwiches are good for the school lunch. They help provide the needed grow foods. Meat used as the filling may be sliced, ground, or chopped with other foods. Beef; pork, including ham; or chicken—in fact, almost any

meat—may be used as filling. Meat sandwiches, as well as other sandwiches for the school lunch, are called closed sandwiches. A closed sandwich is made by spreading a filling, or by placing thin slices of meat or other food, on one slice of buttered bread and covering it with another slice of buttered bread. Bread for sandwiches is better if it is twenty-four hours old. For lunch sandwiches the bread is cut 1/3 to 1/2 inch thick and the crusts are not removed. Butter spreads more easily if it is creamed first. Enriched butter substitute also may be used for spreading the bread.

For making the meat sandwiches below, these utensils will be needed: bread knife or butcher knife, bread board, spatula, food chopper, measuring cup, measuring spoons, mixing bowl, mixing spoon.

Plain Meat Sandwiches

Slice in thin pieces cold roast or boiled beef, ham, pork, lamb, or chicken. Place between buttered slices of bread.

One girl—1 sandwich.

Ground Meat Sandwiches

Grind 1 c. of pieces of cold cooked meat or fowl. Mix with salad dressing until of consistency to spread on buttered slices of bread. Two small sweet pickles, 1/4 of a green pepper, or 1/2 pimento ground may be added to the mixture if desired.

One girl—1/4 recipe.

Bacon and Pickle Sandwiches

- 6 slices crisp broiled bacon, or salt pork, chopped
- 3 medium dill pickles, chopped fine or ground in food chopper
- 1/4 c. cooked salad dressing

Combine and spread on buttered slices of bread.

One girl—1/3 recipe.

Deviled Ham Sandwiches

- ½ c. deviled ham or potted meat
- ⅓ c. ground peanuts
- 2 T. chopped pickle
- Salt to taste
- Cooked salad dressing to moisten

Spread on buttered slices of bread.

One girl—⅓ recipe.

Liver Sandwiches

- ½ lb. cooked liver, ground
- 4 T. chili sauce or salad dressing and tomato juice
- Salt and pepper to taste
- ½ c. celery chopped fine
- 2 T. melted butter or substitute

Combine and spread on buttered slices of bread.

One girl—¼ recipe.

A sandwich made of two full slices of bread is too large for convenience in eating, so it is usually cut in two. Sandwiches are wrapped in waxed paper if they are to be carried in the lunch box. They are eaten with the fingers. If the sandwich is large, it is broken in several pieces before it is eaten.

Things to do

1. Judge the products made.
2. Decide what each sandwich would contribute to the diet.
3. Estimate the cost of each sandwich.
4. Find other recipes for meat sandwiches and bring to class for comparison.

4 *How shall we prepare egg and cheese sandwiches?*

Eggs and cheese and combinations of these with other foods make good school lunch sandwiches. These foods, too, are high in grow content. They make tasty and color-

ful sandwiches which help make the meal attractive and appetizing.

For making the egg and cheese sandwiches below, these utensils will be needed: mixing bowl, measuring cup, measuring spoons, mixing spoon, knife, food chopper, grater, spatula, fruit juicer, bread board.

Egg Sandwiches

1 hard-cooked egg	1/8 t. mustard
1/4 t. salt	3/4 t. salad dressing

Chop the egg and mix with the other ingredients. Spread between buttered slices of bread.

One girl—entire recipe.

Egg and Vegetable Sandwiches

3 hard-cooked eggs	1 t. lettuce, parsley, or other greens, chopped
2 T. butter or substitute	2 T. lemon juice
Salt and pepper to taste	

Mash the egg yolks and chop whites fine. Mix thoroughly with the other ingredients. Spread between buttered slices of bread.

One girl—1/3 recipe.

Egg and Ham Sandwiches

1/2 c. chopped or ground cooked ham	2 T. chopped green pepper or olives
4 hard-cooked eggs, chopped	Salt and pepper to taste
	Salad dressing to moisten

Mix and spread between buttered slices of bread.

One girl—1/4 recipe.

Egg and Pickle Sandwiches

1 hard-cooked egg, chopped fine	Salt and pepper to taste
1 T. chopped pickle (cucumber, onion, or beet)	Salad dressing to moisten

Mix and spread between buttered slices of bread.

One girl—entire recipe.

Scrambled Egg Sandwiches

Spread scrambled eggs between buttered slices of bread, allowing one egg for each sandwich.

One girl—one egg or one sandwich.

Plain Cheese Sandwiches

1. Spread Philadelphia cream cheese between buttered slices of bread.

2. Spread cottage cheese between buttered slices of bread.

3. Mix grated cheese with enough salad dressing to moisten. Spread between buttered slices of bread.

One girl—one sandwich.

Combination Cheese Sandwich Fillings

1. 2 T. grated cheese
   1 t. chopped olives
   Salad dressing to moisten
2. 2 T. grated cheese
   1 t. chopped pimento
   Salad dressing to moisten
3. 2 T. grated cheese
   2 t. chopped nuts
   Salad dressing to moisten
4. 1 hard-cooked egg, chopped
   1 T. grated cheese
   1 t. chopped pickle
   Salad dressing to moisten
5. 1/4 c. cottage cheese
   1 T. chopped tomato

Mix and spread between buttered slices of bread. The amount given in each recipe will fill one sandwich.

One girl—one sandwich.

Many other combinations of both eggs and cheese can be made for sandwiches. Any of us will find it easy to work out some interesting sandwich fillings ourselves. Egg and

cheese sandwiches are wrapped and eaten in the same manner as meat sandwiches.

Things to do

See "Things to do" on page 467 for suggestions.

5 *How shall we prepare sweet sandwiches?*

Sweet sandwiches introduce another flavor and type of food into the school lunch. As a rule, the sweet sandwich is a popular one and makes a pleasing variety in the lunch. Whole wheat bread or a fruit bread, as raisin or prune, is generally used for sweet sandwiches. Nut bread is good, too.

For making the sweet sandwiches below, the following utensils will be needed: mixing bowl, measuring cup, measuring spoons, mixing spoon, spatula, knife, fruit juicer, food chopper, grater, bread board.

Raisin and Peanut Butter Sandwiches

1 c. raisins
1/8 t. salt
1/3 c. peanut butter
6 T. orange or other fruit juice

Put raisins through the food chopper. Mix all the ingredients together thoroughly. If the mixture is too thick to spread, add more orange or fruit juice. Spread the filling between buttered slices of bread. This filling will keep several days if stored in a cool place.

One girl—1/6 recipe.

Fig and Nut Sandwiches

1 c. dried figs
1/4 c. chopped nuts
4 T. strained honey
1 T. lemon juice
2 T. cooked salad dressing
Salt to taste

COURTESY BETTER HOMES AND GARDENS

• What is better than raisin and peanut butter sandwiches?

Grind the figs. Combine with other ingredients and mix thoroughly. Spread between buttered slices of bread. This filling will keep several days if stored in a cool place.

One girl—1/6 recipe.

Cheese and Marmalade Sandwiches

- 1/2 c. grated cheese
- 1/2 c. orange or other marmalade
- 1/4 c. cream or cooked salad dressing

Combine cheese and cream or cooked salad dressing. Spread one slice of bread with this mixture. Spread the other slice with marmalade. Put the two slices together.

One girl—1/6 recipe.

COURTESY BETTER HOMES AND GARDENS

• Peanut butter and prune bread are a sandwich treat.

Peanut Butter and Honey Sandwiches

4 T. peanut butter
6 T. strained honey

Combine thoroughly. Spread between buttered slices of bread.

One girl—¼ recipe.

Apple and Peanut Butter Sandwiches

⅓ c. grated or crushed applesauce or apple butter
4 T. peanut butter
Salt to taste

Mix until well blended. Spread between buttered slices of bread.

One girl—⅓ recipe.

Banana and Nut Sandwiches

1 banana
1 T. chopped nuts
Cooked salad dressing to moisten

Mash the banana to a pulp. Mix with the other ingredients thoroughly. Spread between buttered slices of bread.

One girl—⅓ recipe.

Sweet sandwiches are wrapped and eaten in the same manner as the other sandwiches.

Things to do

See "Things to do" on page 467 for suggestions.

6 *How shall we prepare eggs for the school lunch?*

Eggs are always a good school-lunch food. If we are to have one egg daily, we should include eggs often in our lunches. Plain, hard-cooked egg is perhaps most commonly prepared for use in the school lunch box. Eggs so prepared are easy to carry and are also pleasing to the taste. However, if the school lunch menu includes them regularly, they become tiresome. Ways of varying the hard-cooked egg are important and desirable in giving interest to the lunch.

For preparing the eggs below, the following utensils will be needed: two pans, measuring cup, measuring spoons, mixing bowl, spatula, mixing spoon, fruit jar.

Deviled or Stuffed Egg

1 hard-cooked egg (See pages 196–197.)
¼ t. salt
⅛ t. mustard
¼ t. butter or substitute, melted
⅓ t. vinegar or cooked salad dressing

Remove the shell from the egg. Cut the egg in half and remove the yolk. Mash the egg yolk and add other ingredients. Mix thoroughly. Refill the egg whites with

the mixture. Put halves together and hold in place with two toothpicks.

One girl—one egg.

Pickled Eggs

Hard-cooked eggs
Liquor to cover from pickled beets

Remove the shells from the eggs; put the eggs in a fruit jar. Heat beet-pickle liquor and pour over the eggs. Put the lid on the jar and set it aside in a cool place for 24 hours, or longer if necessary, for color and flavor to penetrate the eggs.

Liquor from canned cucumber pickles, either sweet or sour, or from pickled peaches, makes good-flavored pickled eggs, but the color is not so pleasing as when the beet liquor is used.

One girl—1 egg.

Hard-cooked, deviled, and pickled eggs are wrapped in waxed paper. When a part of the lunch-box meal, they are eaten with the fingers, otherwise with a fork.

Things to do

1 See "Things to do" on page 467 for suggestions.
2 Find other ways of preparing eggs for school lunches. Check those suitable for a lunchbox meal.

7 How shall we prepare meat loaf?

Meat loaf is a frequently served food at luncheon and dinner and is also widely used as a lunch-box food. It is as good cold as it is hot. It slices nicely and is eaten plain or in sandwiches. There are various recipes for meat loaf. These vary in the meats used, in the spices and seasoning required, and in the other foods added. Most of the recipes include raw egg and milk to help hold the ingredients

COURTESY ARMOUR AND COMPANY

• Individual meat loaves, just the right size for a lunch box or tray. Green beans go well with meat loaf.

together in a loaf. The recipe given here is simple and easily prepared.

Meat Loaf

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, mixing spoon, baking pan or roaster.

2 lbs. ground beef or beef and pork
4 t. melted butter or substitute
2 eggs, slightly beaten
⅓ t. pepper
2 c. coarse cracker or bread crumbs
2 c. milk
2 t. salt
4 slices bacon or salt pork

Combine all ingredients but the bacon. Mix well and form into a loaf. Place in a pan or roaster. Lay slices of bacon across the top. Bake in a moderate oven (375° F.) 1½ to 2 hours.

Individual loaves may be made, also, and baked ½ to ¾ hour.

Two girls—¼ recipe.

Just before packing the lunch box, cut slices ⅓ inch thick from the cold loaf and wrap each in waxed paper. When it is a part of the lunch-box meal, the meat is eaten with the fingers.

Things to do

1 Judge the products made.
2 Decide what meat loaf would contribute to the diet.
3 Estimate the cost per slice; the ration points required.
4 Compare this recipe with other meat loaf recipes.

8 *How shall we prepare raw vegetables and fruits for the school lunch?*

Raw vegetables and fruits are being eaten more and more. This is partly due to our knowledge of their food value. It is also due to the fact that many vegetables and fruits are more pleasing raw than cooked. The frequent use of raw vegetables and fruits in our school lunch helps us balance our diet. They also have the advantage of being easy to prepare and carry. Some of the vegetables commonly eaten raw are tomatoes, onions, carrots, celery, radishes, cabbage, and cauliflower. Some fruits commonly eaten raw are oranges, apples, pears, plums, grapes, and peaches.

The utensils needed for the preparation of these raw foods are brushes and bowls for cleaning and washing; paper or cloth towels for drying; and knives for cutting. The preparation required for fruits and tomatoes carried

or served whole includes cleaning, washing, and drying. Sometimes oranges are pared, but as a rule they are not pared until they are ready to be eaten.

Many vegetables must be cut or broken into small pieces. The vegetables are cleaned and washed, scraped if needed, dried, and cut in convenient and attractive shapes and sizes. Carrots and celery are cut in strips. Cauliflower is broken into small pieces, and cabbage is cut into squares, rectangles, or strips. Radishes are usually left whole. Raw vegetables are wrapped in waxed paper for the lunch box. They are eaten with the fingers. If salt is desired for vegetables and other foods in the lunch, a container that closes tightly should be used in the lunch box.

Things to do

1 Judge products made.
2 Estimate the cost per serving.
3 Compare the cost with food value.

9 *How shall we prepare baked beans?*

Baked beans were a common food in Colonial days. Taken hot from the oven for Saturday night supper, they were a tasty dish. Warmed over and served with codfish cakes Sunday morning, they were still enjoyed. If there were any boys and girls who failed to find them good on Tuesday or Wednesday when the leftovers were warmed up again or made into soup, history does not tell us. Cooked all day in the community oven or bean hole, the beans developed a nutty flavor and a rich brown color. That we still like the flavor of the colonial bean is shown by the advertising appeal of "Boston Baked Beans" or "Bean Hole Beans" used by the commercial canners. Though the time of cooking has been shortened, several hours are still necessary to prepare baked beans. Today, as then, they are good hot or cold, and boys and girls find them a tasty food for their school lunch.

COURTESY NATIONAL ASSOCIATION SERVICE

• Individual bean pots add an interesting note to the service of Boston baked beans. Brown bread and "red hots" are flavorful, as well as nourishing, additions to the cafeteria meal.

Baked Beans

The following utensils will be needed: mixing bowl, kettle, measuring cup, measuring spoons, knife, deep baking dish or bean pot.

2 c. navy beans
⅓ lb. salt pork sliced thin, or bacon
¼ c. molasses
¾ t. mustard
2 t. salt
1 c. boiling water

Wash the beans. Cover them with warm water. Place them on the fire and simmer until the skins are easily pierced. Drain off the water. Place several slices of salt pork or bacon on bottom of baking dish or bean pot. Add the beans.

Place the remainder of the meat on top of the beans. Mix molasses, salt, mustard, and boiling water. Pour this over the beans. Add boiling water to cover. Cover the baking dish or bean pot. Bake in a slow oven (325° F.) 6 to 8 hours. Uncover and bake 15 or 20 minutes.

Two girls—¼ or ⅓ recipe.

Baked beans are carried in the lunch box in an individual covered glass or jar. They are eaten with a fork.

Things to do

1 Judge the products made.
2 Decide what baked beans contribute to the diet.
3 Determine the cost of the recipe in money and ration points
4 Estimate the number of servings in the prepared dish.

5 Check several recipes for baked beans. Note how they are alike, and how they are different.

10 *How shall we prepare filled cookies?*

Filled cookies are made by spreading a fruit paste between two layers of cookie dough, and then baking them.

Prune Filling

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, cooking spoon, mixing spoon, wooden spoon, saucepan, sifter, rolling pin, breadboard, spatula, baking sheet or pie pans, cake rack.

1 lb. prunes, cooked without sugar
½ c. sugar, honey, or sirup
½ c. water in which prunes were cooked

Remove the seeds from the cooked prunes. Add sugar, honey, or sirup and water. Cook to a paste over a low flame, stirring constantly. When done, remove from fire to cool. Dried figs, peaches, apricots, or dates may be used also. Apple butter makes a good filling.

Two girls—¼ recipe.

Cookie Dough

2½ c. oatmeal
2½ c. white flour
1 c. butter or substitute
1 t. salt
½ c. water
1 t. soda
1 c. brown sugar

Cream the butter; add sugar and salt. Cream until smooth. Mix soda and water. Mix flour and oatmeal. Add the two mixtures alternately to the butter and sugar.

Flour the board and roll the dough out thin. Spread one-half the rolled dough with the fruit filling, and turn the other half of the dough over that spread with the filling, using a spatula. Cut in strips 3 or 4 inches long and 1 to 1¼ inches wide. If preferred, cut the dough with a round

COURTESY CALUMET BAKING POWDER

• Filled cookies are fun to make and good to eat.

cookie cutter. Spread with filling and cover with another round cut piece of dough.

Place on an ungreased baking sheet or on pie pans. Bake in a hot oven (400° F.) until a golden brown. Remove with a spatula to a cake rack to cool.

Two girls—¼ recipe.

Wrap in waxed paper for the lunch box.

Things to do

1 Judge the products made.
2 Determine the cost of the cookies.
3 Decide how many cookies can be made from the recipe.
4 Decide what these cookies contribute to the diet.

11 *How shall we prepare brownies?*

COURTESY KELLOGG COMPANY

• Brownies are always a treat.

Brownies are another type of cookie greatly enjoyed and good for the school lunch. They are not dropped from a spoon as the oatmeal cookies, nor rolled and cut as the filled cookies were. They are baked in a shallow pan and are cut after baking. They are rich cookies and remind one somewhat of chocolate nut fudge.

Brownies

The following utensils will be needed: two mixing bowls, measuring cup, measuring spoons, sifter, spatula, knife, double boiler, mixing spoon, Dover egg beater and two bowls, shallow baking pan, pie pan, or cake pan.

- 2 sq. unsweetened chocolate
- ½ c. butter or substitute
- 2 eggs
- ⅓ c. sugar
- 1 c. dark corn sirup
- ¼ c. milk
- 1 c. flour
- ¼ t. baking powder
- ¼ t. salt
- 1 t. vanilla
- 1 c. nuts chopped
- ¼ t. fat for oiling pan

Sift flour, salt, and baking powder together twice. Melt chocolate over hot water. Cream butter, add sugar, and stir in corn sirup gradually until well mixed. Separate eggs; beat yolks until light and whites until stiff. Add beaten yolks to butter, sugar, and sirup mixture and then stir in the melted chocolate. To this add the sifted dry ingredients alternately with the milk, beating well each time. Add the chopped nuts and then fold in the beaten whites.

Spread in the oiled pan ½ to ⅔ inch thick. Bake in a very slow oven (250° F.) about 15 minutes or until an inserted toothpick comes out clean. Remove from oven and cool a few minutes. Cut into squares and remove from pan.

Two girls—¼ recipe.

Brownies, like filled cookies, are wrapped in waxed paper for the lunch box. They are eaten with the fingers.

Things to do

See "Things to do" on page 480 for suggestions.

12 *How shall we prepare individual raisin pies?*

Perhaps the first you ever learned about pies was from the old nursery rhyme about blackbirds in a pie:

Sing a song of sixpence,
Pocket full of rye.
Four and twenty blackbirds
Baked in a pie.
When the pie was opened, the
birds began to sing.
Wasn't that a dainty dish to
set before the king?

There are, so far as we know, no recipes for blackbird pie. You wouldn't want it in your school lunch if there were. Like the sadly disappointed king, you would like a pie with crust tender and flaky and filled with tasty fruit, well sweetened and flavored. For a lunch-box meal you would want the filling so firm that it would not run and be difficult to handle. Raisin pie is pleasing in flavor and also has these other qualities.

Raisin Pie

The following utensils will be needed: mixing bowl, measuring cup, measuring spoons, knives or spatulas, sifter,

rolling pin, breadboard, saucepan, cooking spoon, double boiler, individual pie pans or muffin tins.

Pie Dough or Pastry

- 1½ c. flour
- ¼ c. cold water
- ¼ to ½ t. baking powder
- ½ c. lard or similar fat
- ½ t. salt

Sift flour, salt, and baking powder together. Cut in the fat with two knives or spatulas until mixture is coarse and granular. Add water gradually, working it in lightly with spatula or fingertips until the small grainlike balls hang together in one large ball. Use no more water than necessary to hold the mixture together. Turn half of the dough onto a lightly floured board. Roll out ⅛ inch thick. Cut in pieces about the size of pie or muffin pans. Line pans with dough and moisten outer edge.

Roll the remainder for top crusts. When filling has been placed in lower crust, put the top crust in place. Using a fork, crimp the edges together, thus binding the two crusts together. Cut small slits or holes in top to allow steam to escape. The pie dough for the upper crust may also be cut in one-half-inch strips and placed lattice-like on top of the filling. The ends of the strips should be crimped to the under crust to hold them in place.

If a less rich crust is desired, use 1 tablespoon less of fat.

Two girls—½ recipe.

Raisin Filling

- ¾ c. raisins
- 1 t. lemon juice
- 2 T. sugar
- 1 c. hot water
- 3 t. flour
- 1 t. butter or substitute
- ⅛ t. salt

Combine sugar, salt, and flour in the top of the double boiler. Add hot water slowly, stirring constantly. Cook over hot water until clear and thick. Add lemon juice, butter, and raisins. Stir well. Fill pastry-lined pans with

mixture. Cover with top crust. Bake in a hot oven (425° F.) about 25 minutes until a golden brown. Use a spatula to remove from the pan.

Two girls—½ recipe.

The pie should be placed on a small paper plate and, when cold, wrapped in waxed paper for the lunch box. It is eaten with a fork or with the fingers.

Things to do

1 Judge the products made.
2 Determine the cost of each pie.
3 Decide the foods that could be eaten with raisin pies to make a good lunch.

13 *How shall we plan the school lunch brought from home?*

When a group of school children swing up a country lane to the little white schoolhouse or load into a school bus bound for school in a near-by town, there is usually a wide variety of lunch baskets, pails, boxes, and bags. If by some magic, all these were suddenly to become transparent, their contents would show even more variety, but in a way the lunches would be more alike than different. One reason is that the choice of food for the school lunch brought from home is limited in a number of ways. The food must be prepared several hours ahead of time, packed in a container, carried some distance, and stored awhile before eaten. Many foods are not suitable for a lunch that must be so treated.

Modern lunch boxes offer conveniences for packing and carrying a satisfying lunch. Covered jars, cans, paper containers, and vacuum bottles are features that enable us to carry cooked food and beverages so important in making the meal pleasing. There are many new foods now on the market which can add variety. Our knowledge of what the

school lunch should be has also increased. Even so, the variety of foods that can be used is limited. Foods that are generally considered suitable for a lunch box are sandwiches, cold meats, fruits, cookies, cakes and pies, beverages, soups, custards, cheese, and vegetables.

COURTESY H. ARMSTRONG ROBERTS

• Planning the lunch brought from home is important.

The lunch carried to school should be planned as carefully as any other meal. It should appeal to the appetite as much as possible. Although the lunch is packed for only one family member, or possibly two, it is a meal, and it should be planned as any other one. A balanced meal should be provided. The essential foods should be well represented. Provision should be made for one hot dish. This can be done by use of the vacuum bottle or jar in the lunch box or by purchasing a hot dish at school. If the lunch is not carefully planned, too often cold leftovers may be hastily collected with no thought of the importance of an attractive and tasty meal. Cold soda biscuits, cold corn bread, cold boiled potatoes or cold baked sweet potatoes can scarcely be combined with other foods to make a pleasing lunch.

Plans for the lunch should be made well ahead of the time for its packing. The preparation need not be difficult if plans are carefully made. Often the lunch food can be prepared along with other meals. Sandwich fillings and salad dressings may be made in quantity sufficient for the week. Salad, meat, and dessert may be the same as those served at the family's noon meal. It helps with our planning to provide a lunch-box shelf which will hold two or more kinds of sandwich spread; two or more kinds of cookies; nuts; and chocolate bars. Fruit, of course, should

always be on hand; of these, a big red or yellow apple is one of the most popular. On the shelf are kept also the paper napkins and the oiled paper needed for packing.

It is also possible to plan a satisfactory lunch that can be carried in a paper sack, if milk and a hot dish can be obtained at school.

Things to do

1 Judge these menus for school lunches brought from home:

Menu 1	Menu 2
Plain Raisin-Bread Sandwiches	Hard-Boiled Egg
Cheese Sandwiches	Ham Sandwiches
Carrot Strips	Cucumber Pickles
Milk	Apple Pie

Menu 3

Bread-and-Butter Sandwiches
Meat Loaf
Celery Stalks
Cottage Cheese
Oatmeal Cookies
Orange

2 Plan a menu for a schoolgirl's lunch box, when:
(a) milk or soup is bought at school.
(b) fruit is bought at school.
(c) no food is obtained at school.

3 Working in groups of two, three, or four, plan a menu for a school lunch-box meal for the members of your group. Plan a market order and work schedule for its preparation.

4 Decide how the meal planned would differ from a lunch-box meal of a laboring man.

14 *How shall we pack the lunch box?*

The packing of the lunch box is a most important part of preparing the school lunch. Even though suitable foods

COURTESY CONSUMERS' GUIDE

• Brother watches with interest while Jane helps mother prepare an appetizing school lunch.

have been selected and properly prepared, the packing should be given special attention if the lunch is to be entirely satisfactory. The lunch should be so packed that the food will be kept clean and free from spoiling. Its normal flavor, texture, and form should be preserved. The content of the lunch box receives such bouncing and bumping as to shake it almost to pieces unless it is carefully packed. If the lunch box is not tightly closed, dust may sift in, and cockroaches or flies may share the meal.

A lunch box that can be thoroughly and easily cleaned should always be chosen. The box should be equipped so that milk and a hot dish can be carried in good condition if these cannot be obtained at school. Some boxes have food jars and cans and vacuum bottles as a part of their equipment. These are light in weight and fit exactly in the box. Paper containers can also be purchased separately.

The lunch should be so packed in the box that the food remains in good condition. A lunch is very unpalatable in which the food is mashed into bits, or one food is spilled over the rest of the lunch. Almost all solid foods not

packed in a special closed jar or can will remain in better condition if wrapped separately in waxed paper. This applies to sandwiches, cookies, meat, and eggs. Fresh fruit should be wrapped, too, if soft and if the skin is easily broken. Prepared foods or foods of a liquid nature, as milk, chocolate, soup, fruit juices, sauces, baked beans, and custards, should be carried in covered jars.

Those foods which are to be kept hot should be placed in a vacuum bottle or the vacuum division of the box. Foods and jars heavy in weight should be placed at the bottom of the box; lighter ones should be placed on top.

The packing should be such that the lunch is appealing and attractive in appearance. Colored waxed paper and paper napkins help in this. If the daily lunch box can look as pretty as the picnic lunch prepared for a special occasion, it will bring similar satisfaction and pleasure.

When a sack is used for a container, it should be of heavy paper. The food should be well wrapped and placed in the sack so that it cannot move around. The top of the sack is then folded flat around the end and the package tied firmly in place. Paper napkins should be included in both lunch boxes and sacks.

Things to do

1. Plan the packing of the school lunch-box meal planned in Problem 13.
2. Assemble articles and other supplies needed for packing the lunch.
3. Decide how the lunches should be eaten.
4. Estimate the cost of the planned lunches.

15 *How shall we prepare and pack our lunch-box meal?*

First, we shall check carefully all of our plans for preparing and packing our lunch. This will make us sure that we know just what we are to do and in what order. After this is done we will start at once to carry out our plans. We will make changes only when improvement can be

made. When the lunch box is packed, it should be brought to the display table for judging.

Things to do

1. Judge the packed lunches.
2. Compare the cost of each lunch with the cost if it is purchased at school or at some other place.
3. Plan menus for breakfast and dinner to go with the lunch packed.
4. Eat the lunches according to the plans agreed upon.

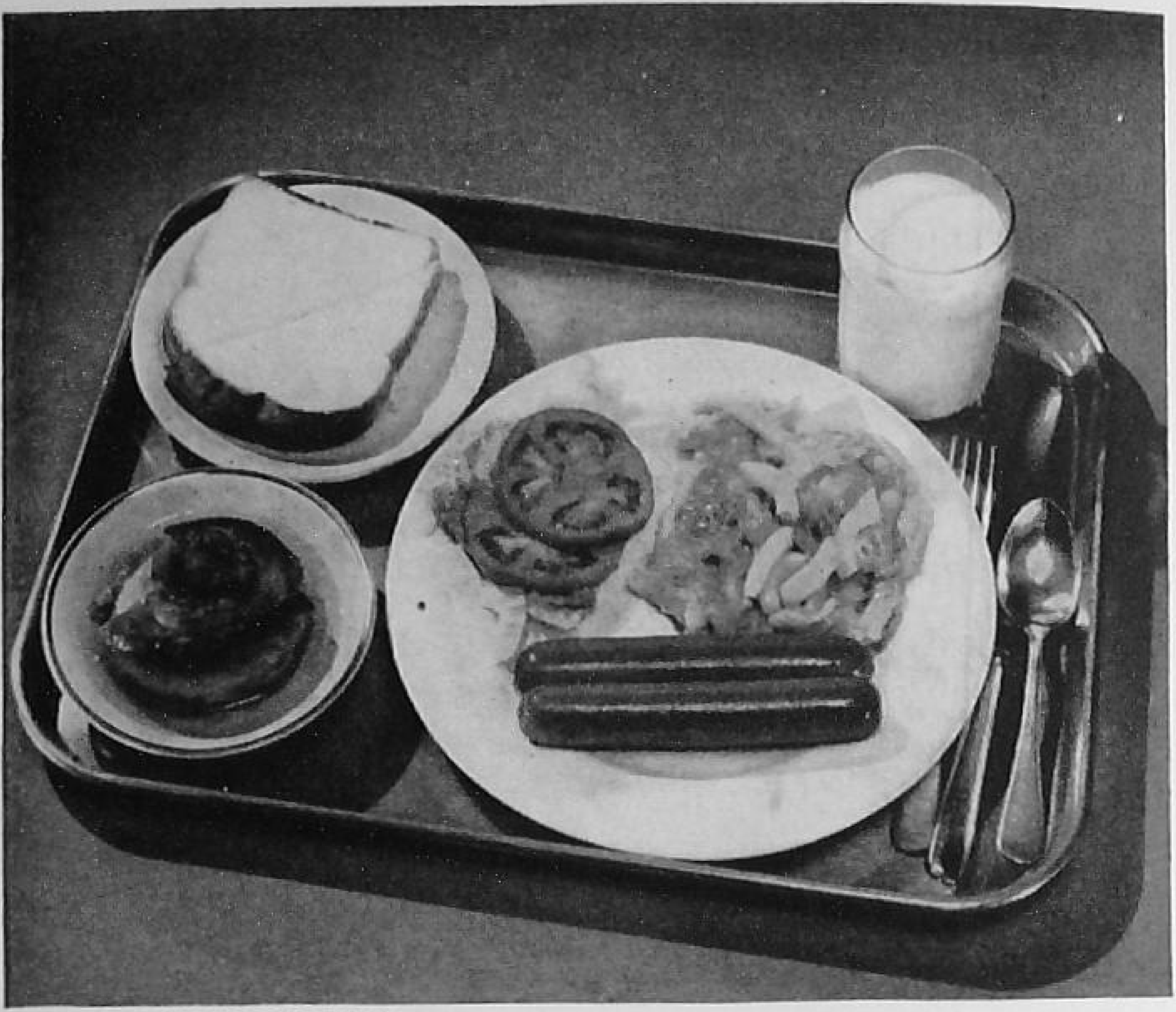
16 *How shall we plan a school-lunchroom meal?*

Our plans for a school-lunchroom meal will be carried out similarly to those that we made sometime ago for the breakfasts and luncheons or suppers. As before, we need to decide whether we will work in groups of two, three, or four and then make the rest of our plans accordingly.

The menu should be selected with all of the following points kept in mind: the food needs of the group, the standards for a good school lunch, the ease of preparation and service, the cost of the lunch, and the foods that are available. The food included should approximate one third of the day's food and should have the seven basic food groups well represented. Many of the foods that we prepared and served in our study of family meals would also be suitable for this meal.

When the menu has been checked and approved, a listing should be made of the recipes that will be needed and where they may be found. In case there are dishes or foods that we have not prepared before, it will be necessary to look elsewhere than our book for the recipes. The amount to make of the recipes must be decided upon and also the quantity of each ingredient that will be needed. After this has been done, the market order should be made and given to our teacher or the person in charge of ordering the groceries.

Plans should be made for the preparation of the lunch



COURTESY THE VISKING CORPORATION

• A lunch-room meal to "stick to the ribs."

and should provide for an even distribution of the tasks. Each member of the group should know just what her responsibilities are to be so that the preparation of the lunch will proceed smoothly and no time will be wasted. Plans should also include the arrangement of food on the tray or table and the details of its service. Of course provision should be made for a specified time at which the lunch will be ready and for the always necessary clearing away and cleaning up. When our plans are completed, they should be checked by our teacher to make sure that we are ready to prepare our lunch.

Things to do

1 Plan a menu for a school-lunchroom meal for your group.
2 Plan the market order for this menu.

3 Plan the procedures for preparing and serving the meal.
4 Estimate the cost of the meal per person.

17 How shall we prepare our school-lunchroom meal?

The preparation of our school-lunchroom meal should follow closely the plans we have made for it. Our experience in planning and preparing meals should make this undertaking an easy one, even though we are trying out some new recipes. When the lunch is prepared we should arrange the foods on a tray or table. We will then judge our lunches, after which we will eat them as planned.

Things to do

1 Judge the meals prepared.
2 Decide how much the meals would cost if purchased at school or elsewhere.
3 Eat the meal according to the plans agreed upon.

Things to do at home

1 Prepare the school-lunch recipes and dishes that you prepared at school.
2 Assume the responsibility for preparing food for school lunches.
3 Assume the responsibility for packing the lunch boxes.
4 Make "surprises" for the lunch boxes.
5 Check your lunch menus for a week past to see if you have formed the habit of eating good lunches at school.
6 Try to improve your lunches.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

First Course in Homemaking by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

The New Elementary Home Economics by Mary Lockwood Matthews. Little, Brown and Company, Boston, 1937.

A First Book on Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1936.

16

Helping to select and purchase our clothing

YEARS AGO, much of the clothing worn was made from cloth woven in the home. The girl of those days understood the weaving process and knew the story of the fibers used.

Flax from the field yielded the linen; the fleece from the flock, the wool; and in the Deep South, the white fluff of the cotton plant was picked and torn from its seeds for use in making thread and fabric. Of course, the girl herself did not share in every process, but she knew firsthand what was required to make good cloth.

Today we buy our materials in the store or we buy the garment ready-made, lacking personal experience with the weaving process and often knowing little about the fiber and almost nothing about the conditions under which the garments were made. We find it necessary to have some guides as to the best kind of material to buy, either in the piece goods or in the factory-made garment. Labels represent the chief way in which the shopper can judge whether or not she is getting her money's worth. Substitution of poor yarns has become so common and successful a practice in weaving many fabrics that even the experienced shopper is many times deceived in what she buys unless she has good informative labels to guide her.

As schoolgirls, we are inexperienced shoppers. Unless we study and work to become well informed, we will find our inexperience a real handicap in the important business of getting what we want and what we pay for.

1 *How can we be good shoppers?*

We have often seen the shopper who looks for a dress with no idea as to the color, size, or style of dress desired. She has not estimated the amount of money that she can spend for the dress, nor has she studied her wardrobe to know the kind of a dress that she needs. Because of lack of information she takes an undue amount of the saleswoman's time, perhaps delays you or others in their shopping, and finally goes home with a garment that she does not want.

A good shopper has a clear notion of what she wants to buy. She knows that the skirt she is looking for is one she plans to use for all-service wear. She will wear it to school and to the all-school picnic; it may be the same skirt that is a part of her costume for Sunday School on Sunday morning. She recalls her experience with a previously purchased garment, which was soft and woolly and snagged on all the bushes when worn to the picnic.

A good shopper is familiar with the guides that we have in our buying. A good shopper knows how much money she has to spend; she is only one part of a family, no doubt sharing the family's money. So the money to be spent for clothing is limited, and it cannot be increased without unfairness to others. She recognizes that the heavy material filled with starch will be a sleazy, thin, and loosely woven material after laundering. She knows that the fabric free from starch and firmly woven will not have its present appearance destroyed by laundering.

A code of the shopper may well cover the following points:

1. Shop early.
2. Know what you want.
3. Know what you can spend.
4. Be courteous.
5. Know how to judge quality.
6. Know factors influencing cost.
7. Ask for no unusual privileges.

The good shopper knows that such factors as labor conditions—such as the young child doing an adult's work but working for extremely low wages—influence the price one pays for ready-made garments. The blouse she can buy for $1.98 may be a product of child labor or of underpaid adult labor. As a good citizen she wishes to discourage such practices and looks for labels that indicate the garment was made under good labor conditions.

The shopper should remember at all times to be courteous and well-mannered. Even though we may feel that the salesperson is a public servant, our own good breeding should keep us from being rude. The courteous shopper is one who buys or shops at the time of day when the crowds are smallest and the salesperson is less busy. Only a poor and thoughtless shopper would buy Christmas gifts on Christmas Eve.

Salespeople enjoy waiting on the person who knows what she wants, the price she can pay, and how to ask for or about the goods being sold. The traits necessary to become a good shopper can be developed in each individual.

Things to do

1 Write a description of someone you know who is a good shopper.
2 Write a list of the characteristics of your favorite salesperson.
3 Name the things you would do before shopping for a coat.

2 *What influences us in buying clothing?*

Our desire to be like others often leads us to make unwise purchases; the bright blue dress, in so popular a color, when purchased is unbecoming to the wearer and she soon tires of the color. Because the small hat bought by our chum is becoming to her does not mean that we, too, should make a similar purchase. Too often we are influenced by the opinions and choices of our friends. The dress we bought because Mary admired it may not be the one we

would enjoy most, or could afford to buy. Sometimes our friend's ideas are valuable, but we should learn to make our own decisions.

Fashion often directs our purchases of clothing and often proves a poor guide. However, adaptations of prevailing fashion may be purchased and worn successfully by the average individual. Although each season has one or more prevailing colors which are recognized as good style, our selection must be governed by what we can wear. A slight change in the prevailing fashion not only suits us, but is also a way of lengthening the possible wear of a garment. Extreme styles soon go out of fashion. However, one should be careful when buying and not permit high-powered salesmanship to influence one's choice of clothing. Flattering words and flowery compliments often influence our choice. We want to believe we are like our favorite moving picture star and we accept such statements without questioning.

We should remember that the salesperson's business is to sell, not necessarily to direct us to a wise choice. She is not informed about our family income nor about the rest of our wardrobe. Hence she cannot advise us fully or well in the purchases we make.

We all know the saying "a dollar down and a dollar when you have it" has sold many an article that should not have been purchased. At the time the purchase is made, it seems an easy way to buy additional things. But as the payments come due, stretching our money to meet all our obligations becomes difficult. We should remember that articles sold on the "easy-payment plan" must cost more in the end than those sold for cash. We must pay cash value plus an additional carrying charge. We should not be swayed by appeals to buy now and pay later.

Money influences us in purchasing clothing. A limited amount of money necessitates careful consideration of the articles on hand and those to be bought. We know a low-priced article does not always mean a saving of money.

The value of a garment can only be estimated by the satisfaction it gives the wearer and the amount of service it may render. To buy highly advertised goods may mean that we pay in excess of what the garment is worth—some of this money must go for advertising.

Each individual has a standard of living which influences her expenditures for clothing as well as for other items. "Keeping up with the Joneses" is a saying too often true of many people in their standard of living. Because the Joneses make a large outlay for dress, others tend to ape the Joneses and do likewise. This may mean that they will do without something else that is really of greater value to them.

The desire for show and display is clearly shown in those cases where garments are purchased which will give an appearance of wealth and elegance. The best influence for purchasing clothing is an understanding that directs us to buy the articles that we need at a price that we can afford to pay. Our needs are governed by our activities and the standard of living that we maintain.

Things to do

1 Write a paragraph describing how you do your Christmas shopping.
2 Suggest the things which influence your choice of clothes.

3 *What shall we do before we shop?*

There is a big difference between window-shopping and real shopping. Almost anyone can window-shop with some satisfaction. The window display can be approved or criticized as something quite apart from our own life. It may show a party on the sands of a winter resort in Florida, and we look at it and comment, "I don't like the green bathing suit" or "Oh, isn't that large bright sunshade and matching beach cape clever!" If the window presents a skiing scene, we pass judgment on the snowsuits lightly, saying, "Oh, I like the red one" or "I wouldn't have the brown one."

Prices, good wearing qualities, needs based on activities, wardrobe lacks, suitability, and many more things can be disregarded when we window-shop. There are no bills to pay, no clothes that must be worn for a season or more, and no wardrobe plan to influence our choices. We "spend" our preferences freely and carelessly.

Real shopping is quite a different matter. Our decisions or choices are final, and we will well be reminded of our wisdom or folly day after day. We cannot, therefore, proceed as if we were window-shopping. We find that fact rather than fancy is the sound basis of choice. Before we shop we should analyze our needs.

We shall list what we do both in and out of school hours, both work and play; we shall include what we do on Saturday and Sunday and also any unusual occasions which bring special clothing needs. Before we say our list is complete we shall check it to see that the activities include rest; out-of-door recreation in rain, storm, and wind; hiking and swimming; cooking; or gardening. Then, we shall list the clothing needed for each activity, underscoring the items that we will use most. Our list will range from anklets to boots and from boots to hats.

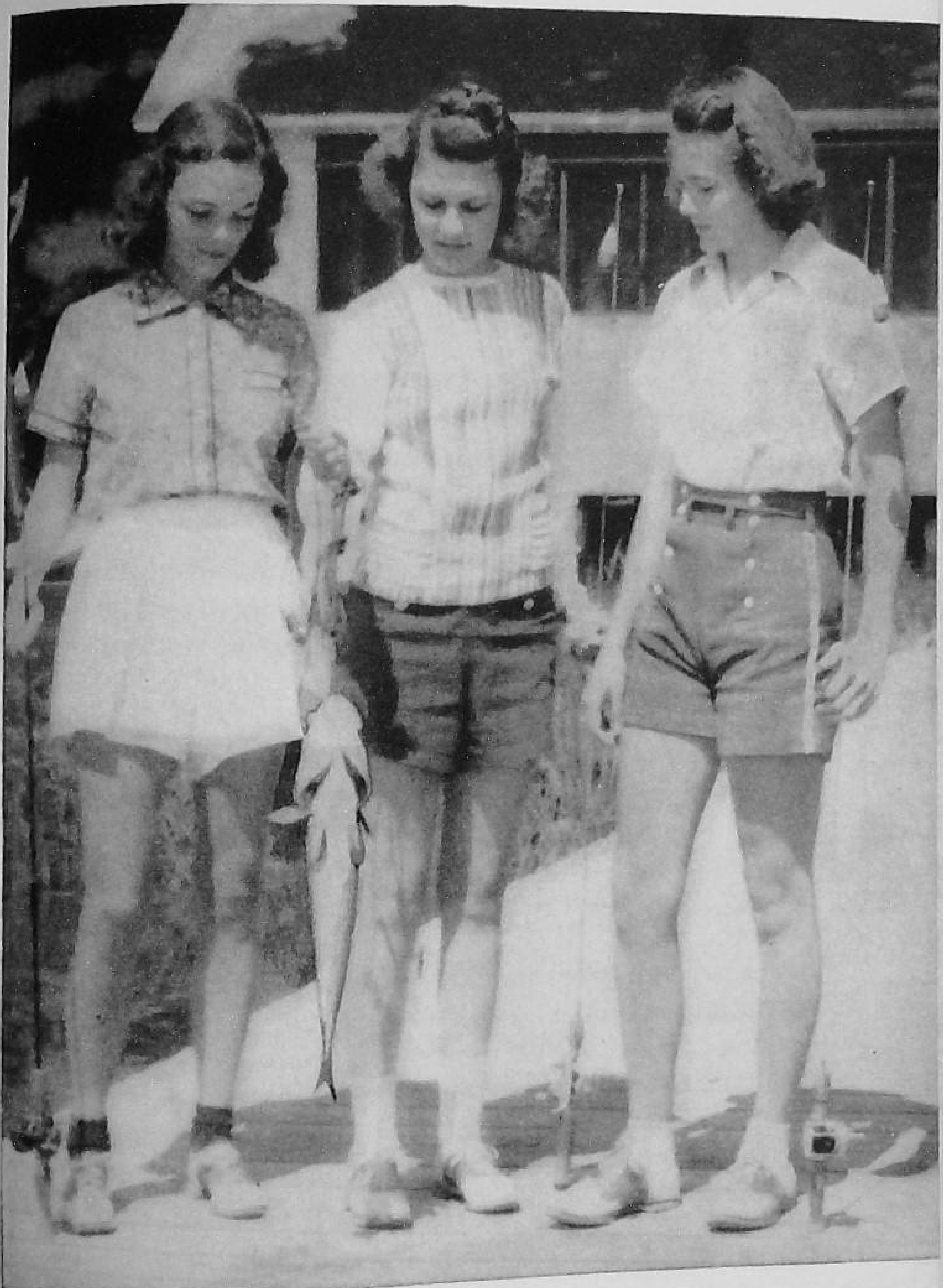
If we owned no wardrobe this list would be our shopping guide. Fortunately most of us have a wardrobe that makes provision for many of our activities. We should now check our present wardrobe, following the list previously made. We may find that we have aprons, swim suits, berets, and ribbons to spare, but that we lack anklets, school dresses, and underwear. These lacks will make up the list of items to be bought. If the list of needs is long, it may have to be checked again to determine what items are to be purchased immediately and what items may be purchased later.

Now we must turn to the money we have to spend for clothing. If we have a clothing allowance, we shall plan its division among the various items. Perhaps our division among the items of the list would be like the following:

Shoes (tan)	$4.00	*or*	$6.00
Anklets (2 pair brown)	1.00		1.60
Dress (brown crepe)	5.00		8.00
Kerchief (rust-green)	.50		1.00
Scarf (brown-green)	.75		1.50
	$11.25		$18.10

The plan for spending will not be the same for any two individuals, and will be subject to change, of course. The two columns offer suggestions as to differences in costs. Before we shop, we shall check our plan, as we checked our list, by looking at newspapers and magazines, and at displays in shops, to know what are acceptable styles for us, and whether or not our price range is accurate and our color choices good.

Last but not least, we shall study all the available information on labeling so that we can know what we are buying. There are many kinds of labels. Some tell us much; some tell us little. We shall try to find labels that are informative. The first label we see probably will be the brand name under which the goods are sold—such as, for example, "Betty Brown Shoes," "Step Hi Hose," and "Dainty Lady Dress." If we have had satisfactory experience with a brand, we are glad to buy articles bearing that brand again. But brand names give us little information. We find a label that tells something about the fabrics, such as "preshrunk," "sunfast," or "100% wool." Some articles are labeled to indicate that good working conditions existed in the factory where the article was made. A label on which are the words "Consumers' League" gives such assurance. Some articles, such as dresses and hats, are labeled to indicate the designer and the manufacturer. Shoes, hats, dresses, coats, and many other articles are labeled more or less correctly as to size. Another thing will be considered in our spending: As patriots today we should consider our needs in the light of what is available after our country's needs are met. Thus we can see that there are many kinds of information which we will need if we are to buy wisely.



COURTESY CAMP MAGAWICKA FOR GIRLS

• Playclothes as well as work clothes are "musts" in our wardrobe.

Things to do

1 Show how you decide how much to spend for various articles of clothing.
2 From your clothing, collect several labels and study them to find how labels should help us in buying clothes.
3 Make a shopping list for your next shopping trip.

4 How shall we choose and buy our undergarments?

The material for underwear should be easy to launder and fast in color. Our choice will be influenced by personal preference and by the price we can afford to pay. Both woven and knit fabrics are used for underwear. Cotton and rayon materials are most commonly used for this purpose. Cotton batiste and longcloth are common examples; these fabrics come in many colors, in plain and crinkle weaves.

The following qualities are desired in undergarments made of woven materials:

1. Turned-under, double-stitched flat fell seams.
2. Strong plackets and fastenings.
3. Reinforced crotches.
4. Strong double trimmings.
5. Shaped well to fit the body.

Knit garments with their stocking-like construction are even more popular. This is no doubt due to the ease of taking care of the knit underwear. Knit underwear, in addition to the ease in laundering, is more elastic than the woven, fits better, allows more freedom of motion, and wrinkles less. The following qualities are desired in knit undergarments:

1. Flat-locked seams.
2. Plain hem or facing.
3. Reinforced crotches, underarms, and edges.
4. Simple, durable trimmings.

The cost of garments depends upon the kind and quality of material from which they are made, the construction and type of workmanship, and the exclusiveness of the design. The slip that sells for $2.95 may not be made of any better material than one selling at $1.95, but the workmanship and design may be such as to cause the difference in price.

The labels on undergarments should be read carefully. The laundering process recommended should be followed to insure the best wear of the garment. Different methods of denoting size are used for various articles of underwear. Slips may be labeled by specific bust size; panties are labeled as small, medium, and large. The purchaser should know not only her size, but also the class grouping of small, medium, and large in which her size will place her. The following items should be considered when purchasing undergarments:

1. Wearing qualities.
2. Appearance.
3. Ease of laundering.
4. Fit.
5. Cost.
6. Fastness of color.
7. Season and occasions on which to be worn.
8. Type of garment to be worn under.

Things to do

1 Compare the list of qualities that you consider when buying undergarments with the list above.
2 List the size of slips and panties that you buy. What proof do you have that this is the right size?
3 Figure the total cost of the undergarments you now have.

5 *How shall we choose and buy our dresses?*

Unlike the selection and purchasing of underwear, the choice of dresses is a responsibility which we may wish to

share with our mother or older sisters. The choice of a dress brings up certain questions. Again, we must know how much money we have to spend and the wear that we expect to get from the garment. The dress we purchase should fit in with the rest of our wardrobe. The dress should not require the purchase of complete new accessories, unless this has been planned. It should be attractive, suitable to our needs, and becoming to us.

The material, construction, and workmanship should be carefully examined before we try on the dress. Such practice saves time for both the customer and the salesperson. Much time is lost if after you have tried on a dress and are about to purchase it you discover that it is made with narrow seams and has poor workmanship. In addition to such examination of the dress, one should inquire about the fiber used, the possible shrinkage, the weighting, colorfastness to sun and water, the effect of perspiration, and the method of cleaning recommended. Some of this information may be found on labels. The salesperson may be able to answer these questions. But full information should be obtained about as many of these points as possible.

The purchase of the ready-made dress presents a different problem from that which is met in buying material for a dress. We have no opportunity to make any tests on the material of the ready-made dress. Ready-made garments give us the advantage of being able to see how we look in them before buying. Thus we can determine the becomingness of style, color, and fit.

Extreme styles, color, and fabrics often limit the satisfactory wear of a garment to one season. It is never wise to invest much money in such a garment. The amount of care a garment will need should also be considered when purchasing a dress. A delicate blue wool dress to be worn to school will require much more care than a navy blue one, and the chances are that the latter will look well for a longer time.

Certain dresses on the market are made of guaranteed

materials and with guaranteed workmanship. The manufacturer agrees to stand back of his product according to the terms of his label. In buying such a dress, we must expect to pay more for it than for a dress which has no guarantee. Although the first cost may be greater, the service given by the dress may prove to be enough to justify the added expense.

Things to do

1 Write a brief description of how you choose and buy your clothing.
2 Compare the advantages and disadvantages of making your clothes with those of buying them ready-made.

6 *How shall we choose and buy our footwear?*

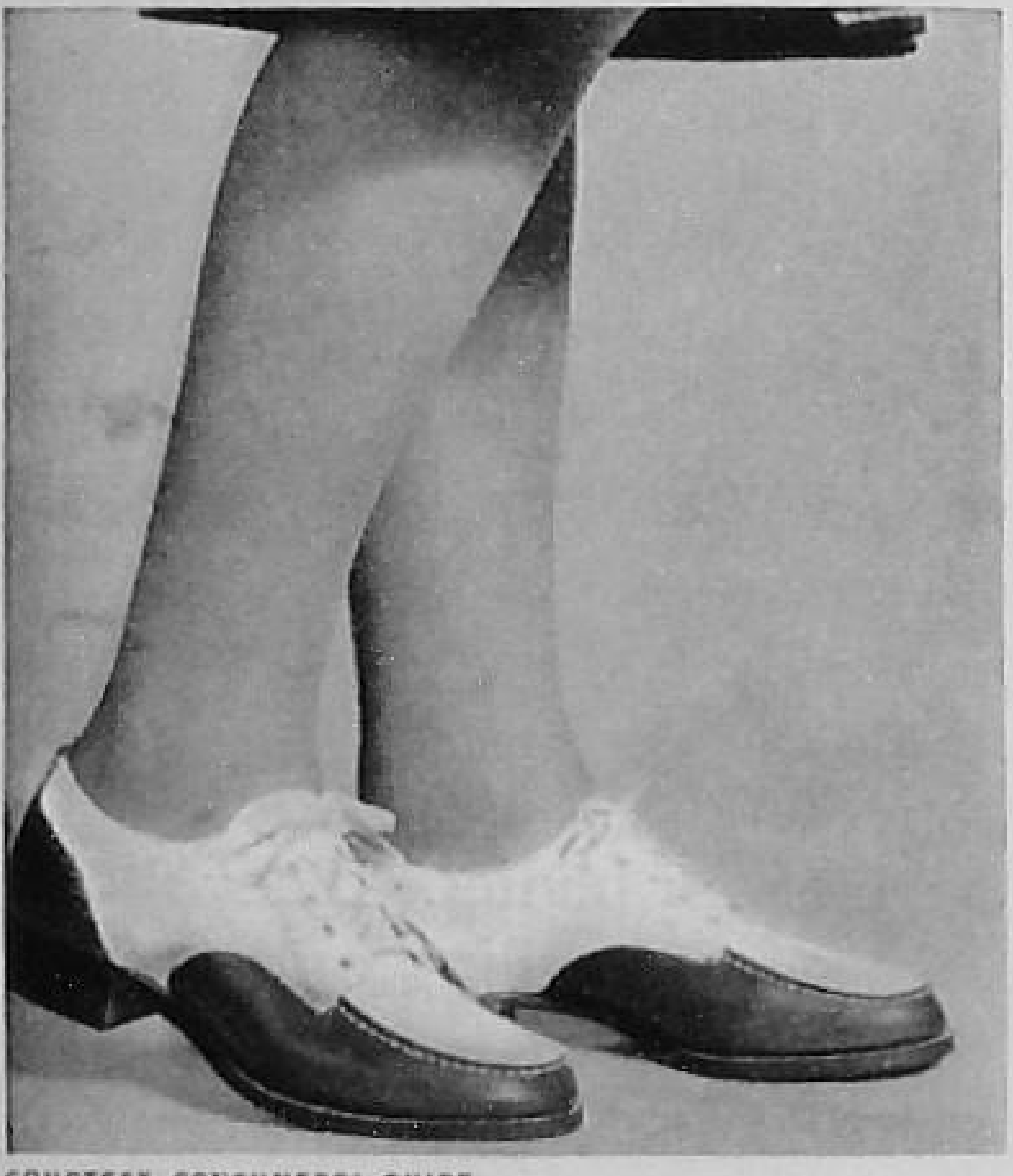
Footwear includes all the articles worn on the feet: hose, short and long, sturdy and sheer; shoes, some broad of sole and heel, well-built of heavy leather, and others daintily patterned of silver kid bands; rubbers, which cover the sole and cap the toe; and boots or galoshes, which enclose the whole foot and much of the leg. There is much information with which we should be familiar if we are to be able to select footwear wisely. First of all, we should know the characteristics of our own feet.

Our feet are the foundation of our bodies. They should support the weight of the body in standing and walking without aches or pain. The arches of the foot give it strength and elasticity, and make possible the long hours of walking and standing in comfort, especially if we are wise in our choice of footwear. Not all people are wise in their choice. The complaint "My feet are so tired" can be heard among sight-seers almost anywhere. "These shoes don't fit" or "This stocking bunches" usually follows as the next statement from the weary person.

In buying hose or anklets, size is important both in comfort and in durability. They should be long enough in the

COURTESY CONSUMERS' GUIDE

• A good fit at the joint of the foot!



COURTESY CONSUMERS' GUIDE

• Shoes can be both smart and sensible.

foot to be comfortable and should just fit the foot without undue stretching. Common sizes are 8½, 9, 9½, and 10.

If the hose or anklet is too short, it makes the foot uncomfortable by its pulling, and the prospects of a good wearing record are very poor. The leg of anklets should be long enough to come about four inches above the top of the shoe. The leg of hose should come at least five inches above the knee.

Hose today are made from cotton, rayon, and wool. In prewar days silk and nylon were also used. Cotton hose cost less than silk, nylon, rayon, or wool hose and they wear better than those of silk or rayon. Though silk and nylon hose are more attractive and are usually preferred, our country's need for these fibers has stopped their use for hose while the wartime emergency lasts. Cotton and rayon hose are perhaps most commonly worn. The wear the hose will receive should determine the material selected. For everyday wear, heavier and coarser hose are chosen, while

for dress-wear the lighter weight ones are the choice. It is economical to buy two matching pairs of hose or anklets at one time. In case one of each pair fails to give good service, you will still have one good pair.

Shoes are bought according to size and last. The size is denoted by numbers, and the last by letters. Sizes two, three, and four are small; sizes eight, nine, and ten are large. Width AAAA is as narrow as shoes usually can be purchased; width C is wide.

The shoe should be long enough to extend about a half-inch beyond the large toe, and wide enough to allow the toes to fall into normal place without cramping. If the shoe is too short, or if it is not properly shaped, the large toe may be forced inward, out of line, and this may lead to a bunion. The heel of the shoe should fit the foot closely, without pinching or rubbing at any place. The soles should be flexible enough to respond to the movement of the foot.

Heels of shoes for daily wear should not be more than 1¼ inches high, and they should be as broad at their base as is the heel of the person wearing them. High-heeled shoes that send the wearer tottering down the street do not add to her grace and charm; they point to her lack of good taste. For dancing, perhaps high heels are suitable; for lounging, heelless sandals may be our choice; but for the business of daily living, we want shoes that can "go places" and help us to "do things." Rubber caps on the heels make the "going" more pleasant. *Size, width, heel*—when we have considered these, let us look at the leather.

A sturdy calfskin or buckskin shoe wears well and looks well for school and play. For dress-wear, kid, suede, and patent leather are popular. The current styles and popular use of perforations make the discomfort of patent leather shoes far less than was formerly experienced. Whatever the leather chosen, the lining of a shoe should be carefully examined to note that it is free from wrinkles, rough places, or poor seams. A good shoe will have a good lining. Buying a good make of shoe, made from good material with

good workmanship, is usually much more economical than the purchase of a low-priced shoe.

The choice of rubbers and boots should be made according to one's needs. In the snowy winters of the North, a high overshoe may be needed; in sunny Arizona, even a toe rubber is unnecessary. In the colder climates, a fleece lining may be needed by many for adequate warmth; boots and rubbers thus lined are somewhat higher in price. Whatever is needed, the rubber selected should give the required protection. The heels of the rubbers or boots should be right for the heels of the shoes, and sizes should be carefully checked before buying.

Things to do

1 List the qualities you desire in hose and anklets; in shoes.
2 When choosing a place to buy shoes, show how to make the choice.
3 Figure the expense of your hose, anklets, shoes, rubbers, and boots for one year. Could this be reduced? If so, how?

7 *How shall we choose and buy our headwear?*

Headwear includes hats, berets, caps, scarves, and other articles to cover the head as designed by fashion. In determining the quality of a hat, beret, or cap, it is necessary to examine the material and the workmanship used in its construction.

Headwear may be made from felt, velvet, yarn, silk, linen, piqué, straw, and many other materials. Fashion usually plays a large part in determining the material used, as well as the style and shape of hats. Our choice of color is influenced by the popular color of the season and by our own coloring. The amount of money to be spent for headwear should be determined in relation to the rest of the clothing costs. The purchase of a five-dollar hat to be worn with a three-dollar dress is unwise. Berets, caps, and scarves are usually inexpensive, and today they are very popular.

We should choose clothes suitable to the occasion. A study of the activities we take part in will show the occasions for which we should have suitable headdress. School, church, trips to town, skating, hiking, and Girl Scout events may be on our list. As the season changes from winter to spring and then to summer, our activities change, but the nature of the occasion in which we participate remains much the same. In the winter we need a trim felt hat for wear to church and town, a beret, and one or more scarves for school and sport. In the spring we need a straw hat for church and town, and a beret and scarves of different material than those worn in winter for school and sports. The informal scarf or kerchief for wear to a steak-fry or a class picnic is still a necessity. The headdress should be suitable to the occasion and to the costume with which it is worn.

In selecting headwear one should stand before a full-length mirror and note the relation of the hat, cap, or beret to the figure and to the entire costume. A hat or beret may be becoming as far as its relationship to the face is concerned, but when viewed with the dress or coat it is to be worn with one may find that the total effect is not pleasing.

The following questions should be answered before we buy headwear:

1. Is it becoming?
2. Is it in good fashion, yet not extreme?
3. Is it appropriate to the occasions for which it will be worn?
4. Is it suitable in color and effect to the costumes with which it will be worn?
5. Is it suitable in every way to the individual?
6. Is it within the cost range planned?
7. Will it be durable under the conditions of wear expected of it?
8. Can it be cleaned inexpensively?

Things to do

1 Write a short paragraph describing the kind of headwear you like most.
2 List the guides you follow in buying headwear.
3 Name the difficulties you have in selecting and purchasing headwear. How could these be lessened or overcome?

8 *How shall we choose and buy our accessories?*

Accessories are articles which add to the costume without actually being a part of it. Sometimes shoes, hats, gloves, mittens, and purses are classified as essential accessories; such things as jewelry, flowers, scarves, and handkerchiefs are grouped as nonessential accessories. Even the dog on a coat lapel is an accessory.

Accessories should be chosen to complete the costume and harmonize with it. They should be attractive in design and appropriate to the occasion. The cost of accessories should be determined in relation to the money spent for the entire wardrobe. For the person whose dresses do not exceed ten dollars each, $1.50 is out of proportion for a flower. However, a relatively large expenditure may be justified if the accessory purchased is to be worn with several costumes.

In buying *gloves* or mittens it is wise economy to select those of a color to fit in with several costumes. They should be of good quality so that good wear can be expected from them. Knit woolen or cotton gloves and mittens are practical for school and sports in winter, while the nicely finished fabric gloves are suitable for dress wear. In the summer, washable gloves of sheer fabric or open weaves are desirable. Pigskin makes a fine all-service glove.

The *purse* we buy should be of such material, size, and color that it will go well with the costumes with which it will be used and with the individual using it. The large envelope purse is not a good choice for an unusually small girl. If the purse is not wisely chosen, one may see it before

seeing the girl, especially if it is too large, too extreme in style, or too bright in color. Purses are made from various kinds of materials. Leather, fabric, wood, straw, beads and plastic materials are all used. The season of the year helps to determine both the material and the color to buy. Purses vary greatly in price, and unless one plans to carry a purse for more than one season, a large expenditure is unwise.

Costume jewelry is effective if wisely purchased; it may be barbaric if selected without good judgment. Costume jewelry should be purchased to harmonize in color and texture with the garment worn; it should accent a color or some particular part of the costume; and it should be in keeping with the personality of the wearer. If the costume jewelry is more vivid than the wearer, it tends to discount her attractiveness.

Scarves play an important part in our dress today, and if correctly chosen they are a definite part of the costume and add to its attractiveness. They are particularly useful in accenting a color note, and in softening a neckline that may be too severe. They may be worn around the neck, and they are also frequently worn around the head.

Handkerchiefs should be selected to harmonize with the costume and should be well made of good material. Linen handkerchiefs are preferred by most people. They are easily laundered and absorb moisture. But they are more expensive than the cotton ones. If well cared for, handkerchiefs will last a long time. A supply of one or two dozen is regarded as adequate to meet our requirements.

In buying accessories, a relatively large expenditure of money for nonessentials is unwise, since their period of use may be rather short. The essential accessories are usually selected to be worn with more than one costume, so more money may be spent for them.

Things to do

1 List the accessories that you have. Which of these can you wear with more than one costume?

2 Figure the cost of your accessories for the preceding year.
3 Show how this cost may be reduced.
4 Tell how you would buy an accessory for a friend.

9 *How shall we buy our coats and sweaters?*

The purchase of a coat usually involves a larger expenditure of money than we make for other articles in our wardrobe. The service expected from the coat is much greater. Usually, two or more seasons' satisfactory wear is expected. As the expenditure is larger and the length of service greater than that made for other articles of clothing, it is important that the choice of a coat be wisely made. This is true of winter coats, which we expect to protect us fully from chilly winds and falling snow, and to stand the stress and strain of being put on and taken off many times daily.

The first step in the choice of a coat is to determine the type which we should buy. Coats are classed as dress, tailored or sport, and in-between, depending upon the material used, the style, and methods of construction employed. Dress coats are usually made from soft materials in dark colors, and for winter-wear may have fur collars. Usually, plain, pressed-open seams are used. Sport coats are made from rough and coarser materials. They are usually cut along swagger lines, and may or may not have a fur collar. The seams are generally finished as a flat fell seam with no stitching showing on the right side. The cloth is often of heavy material and gives interesting color combinations. The sports coat is worn for school, for sports, as its name suggests, and for general wear.

Many wardrobes do not include a dress coat and a sports coat but an in-between or "all-season" coat, which has some of the characteristics of each of the two coats we have discussed. The in-between or all-season coat may be made of rough-textured materials with plain seams; it may or may not have a fur collar. In cut, construction, and color, it is suitable for either dress or sport. We will decide on

the type of coat we wish to buy after consideration of what we have in our wardrobe. If it contains a sport jacket in good condition, perhaps a dress coat would be a wise purchase. If the new coat is to serve for all kinds of wear, perhaps an all-season coat should be our choice.

When the type of coat to be purchased has been determined, the next step is to choose a style and color well suited to us and to our individual needs. Coats are worn with several dresses, perhaps of widely different colors and styles. Hence, the coat itself should be of a color that seems to fit into the wardrobe generally. Selection of a color somewhat darker than that of the dresses in the wardrobe is desirable. That is, a brown coat may be worn with tan, beige, or brown dresses and would seem to complete the costume as a lighter color would not do. Bright greens, strong yellows, and off-colors of rose are not desirable colors for coats, since they are too definite to combine with other colors easily, and, also, because we would easily tire of them.

The fabric used in the coat and in the lining, if a lining is used, should be of the best quality that we can get for the amount of money available. We should look for labels indicating that the coat fabric is all wool, and that the lining is of one of the fabrics known to stand the sort of wear to which linings are subjected. Both rayon and cotton fabrics are used for linings. Many of these materials used for linings wear very well. Often there is no relationship between the wearing quality of a lining and the price paid for the coat or the lining.

Inexpensive coats with fur collars are rarely ever wise purchases. Cheap fur, such as cat or rabbit fur, is short-lived and tends to look "ratty" long before the fabric of the coat is worn out.

The construction processes and the cut of the coat are also important in making a wise choice. The seams and joinings of a well-made coat are ample, yet do not show or attract attention. Also, the stitching is strong throughout the length of the seam. Buttonholes or loops should be

neatly made or applied. The cut of the coat should provide for a liberal lap at the front closing. A coat with a skimpy lap gives poor protection from cold and wind. The cut should be simple, with no unusual bunches of fur or elaborate fastenings difficult to keep in order.

When buying a coat, the fit should be carefully studied. The coat that fits well allows for freedom of movement of the body, hangs straight, sets smoothly on the figure, and has the right sleeve and body length. The full-length coat should be about one inch longer than the dress worn beneath it. The finger-tip or three-quarter-length coat comes midway between the hip line and the knees. This length coat is most commonly worn for sport. Jackets of wool or lined leather are commonly purchased by the schoolgirl for this purpose.

Sweaters should be selected carefully and wisely. In purchasing sweaters, girls should consider the amount of money they have to spend, the color that is best for them to buy, and the workmanship of the garment. A sweater of poor-quality yarn soon sags, pouches, and loses its shape; and will not wash well. The sweater of good quality will have the wales running lengthwise on the face and crosswise on the back. Certain brand names have come to indicate a sweater of good quality.

The price of sweaters is based on the quality of yarn used and the cost of production. The handmade sweater is priced higher than the machine-made, but it does not always give better service. The size of sweater to buy should be decided upon before going shopping. Sweaters are purchased according to bust size, and should be large enough not to appear stretched when on the figure. They are worn for school or sports.

Things to do

1 Examine the seams in your coat. Are they well made?
2 Compare the seams of your coat with those of your sweater.

How do they differ? How are they different from those of your dress?

3 Figure the cost of the coats you now have. Were they all bought the same year?

4 Give a good method for buying coats.

Things to do at home

1 List the clothes you have on hand and those you need to buy.

2 Figure the amount of money you spent for clothing last year.

3 Estimate the amount of money it will take to buy the clothes you need for this year.

4 Check your ready-made clothes for their labels. List the information they give you which is helpful in buying new clothes.

Books to read

Everyday Living by Jessie Harris, Mildred Tate, and Ida Anders. Houghton Mifflin Company, Boston, 1944.

A First Book in Home Economics by Mata Roman Friend and Hazel Shultz. D. Appleton-Century Company, New York, 1941.

Junior Clothing by Kate W. Kinyon and Thomas L. Hopkins. Benj. H. Sanborn and Company, Chicago, 1938.

Our Clothing by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Problems in Home Economics by Mabel Trilling, Florence Williams, and Grace G. Reeves. J. B. Lippincott Company, Chicago, 1939.

What To Wear—How To Make It by Bess V. Gerke. The McCormick-Mathers Publishing Company, Wichita, 1941.

17 *When we are away from home*

"AWAY FROM HOME" on first thought means to most of us a trip to some faraway city or town. At once we think of the many interesting hours that will be spent on the train, in a bus, in a car, or perhaps a plane, watching the scenery rapidly change as we speed along to the end of our journey. Because there is so much excitement connected with our leaving and with all the things we do while gone, we forget about the daily comings and goings that take us away from home. When we go to the store we are out in the community away from home. When we stop at our chum's home we are in her home and away from ours. We go to school, to the library, and to church; and though the time spent there may be short, we are "away from home." When we attend a football game, cheering noisily for our side, or when we splash merrily in the city swimming pool, we are likewise away from home. This has been described as "being away but not afar." One still seems near to family life and thought. We are more conscious of our responsibility when we are both away and afar.

All of us spend much time away from home, often more than we realize. In this we differ greatly from the people of our grandparents' and great-grandparents' days. Very little of their time was spent away from home. If we were to stop and figure the amount of time we spend away from home, we might be surprised. As much as one-third or one-half of our time may be spent thus, even though we take no trips and see no strange land.

1 *Why is our conduct away from home important?*

In the hours when we are away from home we still remain persons who live, feel, think, and act. In doing this we so behave ourselves that we are said to have this or that sort of conduct. Because these hours away from home make up such a large part of our day, our conduct during them is important. When our conduct at home and away are the same, our habits become natural and a part of us.

A friendly greeting, a calm acceptance of a slight inconvenience, and an expression of concern over some accident to another all help fix these habits of thoughtfulness and courtesy that the home deserves. In this way our life at home and away from home are kept in harmony and made to strengthen each other in our personal living. If our conduct away from home is rude, harsh, and without consideration of others, quite the opposite of our conduct as a good family member, we are brought into war with ourselves by these conflicting habits. This may make it difficult, if not impossible, for us to be happy.

When we are at home, our families may show patience and an understanding of our little weaknesses. When we are away from home, we are expected to act our age. We are not mother's baby, but Sue Jones, age thirteen. Baby tricks do not appeal to others as they may to our family.

It is important to consider our conduct away from home because it helps us to see ourselves clearly. We are away from the family and the influence of the family's opinion. No longer can we depend upon what an aunt or a parent says we should do. We must make our own decisions and accept the results. Soon we learn that back of the Ten Commandments and the rules of living advocated at home there is much human experience. "Thou shalt not steal" and "Thou shalt not covet" are not just words to be learned, but facts found true through thousands of years. Our belief concerning these and our ideas as to what is good conduct are tested by our life away from home.

U. S. D. A. PHOTOGRAPH BY PACE

• Returning home with fresh foods and high spirits.

Our conduct away from home determines somewhat the character of our friends. An old proverb states, "A man is known by the company he keeps." If we are rude, noisy, and bad-mannered, we will attract only those who are the same. We will repel those whom we might wish to make our friends.

We are ambassadors of good-will or ill-will for our families, whether we wish it or not. Praise and blame alike are attached to the family as well as to the person. Such statements as, "You can trust all of that family" or "The Smiths never pass on unkind words" are merely ways of expressing a family code. A member of the Smith family who took part in unkind gossip would do damage not only to the

person discussed and to himself but also to the regard in which his entire family was held.

Impressions about people hold far longer than we often realize. A rude act, thoughtlessly done, may persist in the minds of those who saw it long after the doer has forgotten it. Conduct should be such that if it is remembered, it shows our real selves favorably.

Things to do

1 Give an incident in which you formed your opinion of a person by the way you saw her or him act away from home.

2 Explain how this opinion was or was not a correct judgment of the person.

3 Write a paragraph giving the reasons why it is or is not fair to judge a family by the way one member conducts herself away from home.

2 *What are our responsibilities as guests?*

Knowing how to be a desirable guest is important to all of us. Guests have much to do with the success of the hospitality offered them. In every community there are certain persons who are always welcome guests. There are others of whom this is not true. Many things determine whether or not a guest is welcome.

The first responsibility of the guest comes upon receiving the invitation. Invitations should be answered at once or within a short time after they are received. Many hostesses are greatly disturbed because guests do not reply until nearly time for the party or dinner. We should never make it necessary for the hostess to inquire about our reply to an invitation. We should be reasonably sure of the nature of the function before accepting. Invitations from strangers and those to doubtful or unknown places should be declined.

The guest should fit in the group as easily as possible, whether it be made up of people younger than herself,

older, or of the same age. The nature of the contacts to be made in each group may differ, but all will be enjoyed and be of value if we permit them to be. We should be courteous and polite to other guests. All of them may not be our close friends and perhaps we do not wish them to be. However, as guests, it is our duty to respect the friends of the hostess and to help her make the event a happy one.

The guest should try her best to enter into what has been planned, as long as the entertainment and the activities are desirable ones. To refuse to take part in the entertainment or to let the hostess know you are not pleased with what has been planned is rude and bad-mannered. If we cannot adjust to the group or situation happily, we had better excuse ourselves as graciously as possible and depart. If we find it difficult to adjust to groups made up of people other than our own friends, we should busy ourselves with the matter of "growing up." We cannot go through life with a closed circle of friends without doing great harm to ourselves.

Respect for the hostess should be shown at all times. Accepting an invitation means that we will be courteous and will show proper regard for the use of her home and furnishings. The mother of a thirteen-year-old daughter not long ago made this remark, "Mary Jane may have no more parties. Her guests are perfect 'ruffians.' They are the worst-mannered youngsters I ever saw. They respect neither people nor property and assume no responsibility as guests."

The dress of the guest should be suitable for the type of function, the group, and the locality. The guest places herself at an unnecessary disadvantage if she is dressed very differently from the other guests. To be the only one wearing a short street dress when other guests are dressed in party dresses is just as embarrassing as it is to appear in a party dress when other guests are in school clothes.

Guests should be prompt in arriving at a function. Teas, receptions, and other events for which a range of time

is given should be attended during that period. Meals, parties, and other events set for a stated time should be attended at that time. There is no excuse for being late to one of these. Guests should also stay the full time at such events as meals and parties. Unless you are convinced that the hostess does not object when the reply to the invitation is made, you should decline if you must leave early.

Guests should assure the hostess that they have had a good time. This is done by both attitudes and words. Except at large receptions, the guest should speak to the hostess before leaving. A brief, well-worded, and courteous statement of her enjoyment and appreciation of the invitation should be made. Exaggerated praise and extreme flattery are not in good taste. The hostess may feel that they are not true, and they take away from instead of adding to her pleasure. The guest should so conduct herself that her hostess will want to entertain her again.

Overnight, week-end, and longer visits require a written "thank-you" note. This is often called the "bread-and-butter" letter and should be sent at once upon one's return home. It should never be overlooked or forgotten.

Things to do

1 A schoolgirl recently said this: "You can't pay any attention to the rules of etiquette at a party and still have a good time." Would you agree with her? Give reasons for your answer.
2 Plan what you would say to your hostess when leaving at the end of a party or a tea.
3 Present your opinion concerning the importance of a prompt arrival at a function. What differences are there in the opinions of the class members?

3 *How shall we reply to invitations?*

Invitations that have been extended must be answered. Everyone should know the correct way to do this. (See pages 371–375 for the correct form for extending invitations.) Replies to informal invitations are given orally or are writ-

ten. Replies to semiformal ones are written, using specific names in the wording instead of "I," "you," or "we." Both oral and written replies should be worded in correct English. Written ones should be properly spelled and neatly written. Black ink and white or light-colored stationery should be used.

Informal invitations may be answered orally, either in person or by telephone, or they may be written. No matter which method is used, the reply should be courteous and friendly. Appreciation of the invitation should be expressed. The invitation given orally in person or by telephone receives an immediate answer, such as "Thank you, Mary; I shall be glad to have supper with you tomorrow," or "I am so sorry, but Mother and I are going to Aunt Jane's tomorrow evening."

Sometimes it is necessary to ask for a brief delay before giving the reply. When this is done, some reason should be given. A reply of this type then is in order: "May I give you an answer tomorrow morning? Mother and I have been considering going to the concert. I must see first if our plans can be changed."

In accepting an invitation orally, it is well to repeat the date, the time, and the place, especially when the invitation is given over the telephone. This affords a check on possible mistakes. One should always make a written note of the invitation unless the event occurs within the next few hours. It is so easy to forget, and all sorts of difficulties may arise.

Informal replies that are written should be cordial and friendly. These are examples of written informal replies:

Dear Ruth,

I am happy to accept the invitation to your party, Wednesday night at eight. I am looking forward to meeting your cousin Ann. I have heard so many nice things about her.

Sincerely yours,
Marybelle

Dear Helen,

I am sorry to tell you that I cannot spend the week end with you. Some friends from New England are coming for a visit and will arrive during this time. My last visit in your home was so delightful that I feel cheated in not being able to come this time. I am thinking of what I will miss.

With regrets,
Betty

Dear Margaret,

I shall be pleased to have dinner with you Thursday evening. It will give me a grand opportunity to hear all about your trip. I hope you haven't forgotten a single thing.

Your friend,
Luella

The form and wording of the semiformal invitation suggest the form and wording of the reply. The third person is used, as in the invitation. However, friendliness and cordiality may be expressed even though the more intimate forms "you and I" are not used.

The two examples that follow illustrate the form and wording that may be used in a semiformal reply.

Miss Mary Moore
accepts the kind invitation
of Miss June Roberts for
Friday, January 6
8 P. M.

Mrs. John Greene regrets
that illness prevents her
acceptance of the kind invitation
of the Girl Reserves to their
Mother-Daughter dinner
Tuesday, March 10, 6:30 P. M.

A semiformal tea generally requires no reply other than attendance. Many guests, however, follow the thoughtful

practice of informing the hostess if they cannot come. It helps her in making her plans, especially if the guest list is not large. When this is done, either a semiformal regret card is written, or a personal note is sent. Here is an example of the semiformal card of regret:

> *Miss Frances Hibbs*
>
> *Regrets*
>
> *Tea and Exhibit*
>
> *Friday, March the first*

The "thank-you" or "bread-and-butter" letter is longer than a reply to an invitation. It is always informal in nature because it is very personal. It should express sincere appreciation for the hospitality offered, as this one does.

Dear Jane,

I arrived home about six-thirty yesterday. Father met me at Burlington Junction and we had a pleasant ride home over the hill road. All the way I had much to share with him as I told him of the wonderful time I had in your home. He laughed and said that if the visit had been much longer, he might never have had his daughter back.

You had so many things planned. Everyone was most thoughtful of me. Thank you for everything. Now please do visit me soon. Give my regards to your Aunt Bell and your Uncle Will.

Sincerely yours,
Margaret

Extending an invitation is extending an honor. It should be so regarded by the person receiving it. An invitation should be accepted only when you can do so honestly and with appreciation. If this is impossible, a regret is far better in every way.

Things to do

1 State an acceptance that you would give orally in person to an invitation for a theater party.
2 State an acceptance that you would give over the telephone to an invitation to a picnic.
3 Write a reply to an informal invitation to a Sunday evening supper.
4 Write a reply to a semiformal invitation to an evening party.
5 Write a "bread-and-butter" letter to your hostess after a week's visit in her home.

4 *How shall we act in other people's homes?*

Our manners when we are in other people's homes should be an expression of our best selves. We should be courteous, polite, and thoughtful of others. This means that we should remember to use "Thank you" and "Please" frequently, and to observe such manners as rising when older persons come in the room, standing aside for them to pass, and waiting for others to go first. We should also avoid being loud or noisy, for this behavior is as out of place here as it is in our own homes. We should make our conduct such that no matter how short or how long the stay, our hostess will be pleased to have us again as a guest.

Courtesy and consideration should be shown all members of the family, even though we regard ourselves as the guest of only one member. If we are staying a day or more, it is well to give some time to each family member unless we have reason to think that this is not desired. Much as we may enjoy reading, we should not keep our nose in a book all the time. We should offer to assist with small home duties, such as setting and clearing the table, drying the dishes, and dusting a room or two. By all means, we should make our bed and keep our room in order.

Our clothing, rubbers, galoshes, shoes, coats, hats, as well as dresses and underwear, should be put in the proper places. The disorder created by a careless guest who strews her things everywhere may be most disturbing. All toilet

articles should be kept in a neat and orderly condition. We should wash the tub and lavatory after each using, and hang the towel and washcloth in their proper places.

We should do our best to follow the customs and habits of the home. Seldom do any two families have exactly the same habits and customs. We should be at meals on time and accept the food pleasantly. We should come in at night at an hour agreeable to the family and take part happily in those activities which are approved by the family.

We should do nothing that would be considered snoopy. Trying to pry into other people's affairs is rude and never well received.

We should avoid helping ourselves to things unless definitely invited to do so by someone in authority. The guest who raids the refrigerator or pantry for food soon wears out her welcome, as does the one who helps herself to soap, perfume, and other toilet articles. Even less appreciated is the guest who raids clothes closets and wears other people's clothing. Using the stationery, postage stamps, and postcards of the hostess or her family members is another bad practice. Likewise borrowing money is never a good thing to do, no matter how small the amount. If such help is absolutely necessary, we should pay the debt promptly and express our appreciation of the kindness.

Visiting friends whose parents are away from home for even as much as two or three hours is not wise unless a chaperon has been provided. Many difficult situations have resulted when no responsible adult was present. If a proper chaperon is lacking, we should excuse ourselves and leave as soon as we can do so gracefully without making a scene or disturbance.

Things to do

1 Recall someone that you like to have call or visit in your home. Write the things that she does which make her a pleasing guest.

2 What are some habits and customs in your family that a guest would have to understand or follow? List them.

3 List some things that a guest should avoid doing. What might be the results if she did do them?

4 Give an example of an unpleasant situation which might happen with a group of young people when in a home or other place with no chaperon or adult person present.

5 *How shall we act at school?*

The standard for our actions at school should be the same as that for our conduct at home. This is much easier said than done. We are in contact with many people at school. They come from a variety of places and from many types of homes. Some are wealthy; some are not. Some homes emphasize desirable personal conduct, manners, and social forms; some do not. Because of these differences there is not the common sharing of standards which we have in a home. Some of the people must learn the accepted standards for conduct at school; others must maintain the standards they have; all must share in the life and conduct of the whole school group. Here individual and group actions are both important.

The standards for our personal conduct should be high. A safe rule is to act at school as we would in our own homes, that is, if our standards of conduct at home are high. Regardless of what anyone else does, we should keep in mind that good manners are good manners no matter where we are. They should be observed in our contacts with our teachers and classmates. "Thank you" and "Please" and other expressions of natural courtesy are terms that should be used frequently at school just as they are at home.

Standards for group conduct are often more difficult to maintain than are those for personal conduct. People do not always behave the same in a group as they do as individuals. Sometimes the mob spirit asserts itself and then the standards that have been accepted by individuals are thrown aside. When this happens, the person acts more like a beast than a human being, and the conduct of the group becomes of the worst type.

COURTESY KANSAS CITY STAR

• Girl Scouts find pleasure in their shared experiences, when their contacts are "cushioned with courtesy."

The established rules and customs of the school should guide the individual and also the group. Many schools have adopted creeds and codes of conduct as standards and guides for the actions of their pupils. Perhaps your school has such a code. Organizations, too, have codes. Three of the most widely known of these are the Girl Scout Laws, the Campfire Girls' Laws and the club creeds of the high school Home Economics clubs:

The Girl Scout Laws

1. A Girl Scout's honor is to be trusted.
2. A Girl Scout is loyal.
3. A Girl Scout's duty is to be useful and to help others.
4. A Girl Scout is a friend to all and a sister to every other Girl Scout.
5. A Girl Scout is courteous.
6. A Girl Scout is friendly to animals.
7. A Girl Scout obeys orders.

8. A Girl Scout is cheerful.
9. A Girl Scout is thrifty.
10. A Girl Scout is clean in thought, word, and deed.

The Campfire Girls' Laws

Seek beauty.
Give service.
Pursue knowledge.
Be trustworthy.
Hold on to health.
Glorify work.
Be happy.

Our Club Creed

We are the girls of today! We will be the women of tomorrow!

* * * * *

We believe that there is a bright destiny ahead for us and we are moving forward eagerly toward that destiny.

* * * * *

We believe in preparing now for our future career as homemakers. We would be worthy of our American heritage; we would be worthy of this glorious State of sunshine and fruitage. We believe that we are important in the life of today and that after thorough preparation, we will be vital factors in our community, our State and our Nation.

* * * * *

We believe in the sanctity of the home. We would establish our own homes and manage them wisely and well. We would preside over them graciously.

* * * * *

We believe in keeping clean and strong in body and mind, and brave of heart. We believe in ourselves as God must believe in us or He would not have made us the most fortunate of all girls: AMERICAN GIRLS.[1]

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[1] Written for the California Home Economics Student Clubs by Grace Noll Cromwell, August 5, 1942, at the request of Martha Graves, State Student Club Chairman.

Being extremely loud and noisy should be avoided. Of course, school cannot be as quiet as the home because of the larger number of people. However, shouting and loud talking in the halls and classrooms are not in good taste.

Honesty is a fundamental trait for desirable actions of all persons and groups. It should be expressed all the time. Cheating, the telling of false tales, and taking other people's things are familiar ways of being dishonest.

Every pupil should respect school property and give proper care to it. The school belongs to the community and everyone has an interest in it. Therefore, we all should do our best to keep the building and equipment in the best of condition. The finest school buildings in the world have been built for the girls and boys of our country. We should show our appreciation by helping to keep them in excellent condition.

Whether a leader or a follower, how we act at school is important to us. Of course a leader has more responsibility for group conduct than has a follower, but both are responsible for their own individual actions. To be remembered as a kindly, well-behaved, and well-mannered person at school who worked well with others is a worthy goal for us all.

Things to do

1 Write a code for the actions of your class.
2 Make a list of "don'ts" for your actions at school.
3 Name specific ways in which your conduct at school differs from your conduct at home.
4 Give examples of good conduct at school that you have seen in the past week; give examples of bad conduct.
5 Give suggestions to aid in having more desirable school conduct in the future.

6 *How shall we act in public?*

Our actions at home and at school tend to be much the same each day. We know many of the contacts we will have and whether or not they will be pleasant. Of our public contacts we are not so sure, for they vary so much. This uncertainty may affect our conduct. We are somewhat outside the influence of our home and family, as well as that of our school and classmates. We must all make decisions almost constantly in regard to our conduct.

The first person we meet may be a crippled old man; the next may be our father's business partner; then a toddler of uncertain step, pursued by his anxious mother, may cross our path.

A parade may pass, with the flag waving proudly and the band playing loudly. You may stop at the grocery store, at your mother's request, to return some purchase that was not satisfactory. You may take the streetcar or bus home and find in the rush hour that vacant seats are few. If you obtain one, you must soon decide whether to give it to an elderly woman or just look out of the window as she sways clutching the strap.

If in your trip downtown you go to a show, you must decide whether your pleasure in eating freshly buttered popcorn should prevail though you annoy those near you. You must decide whether your enjoyment in explaining in loud whispers what is happening on the screen is worth the disturbance it causes others. If in the rush your ticket was not collected, you must decide whether it is right to turn it in or to use it at a later show. As you leave the show, you may be pushed or crowded by the milling crowd. You must decide whether you will elbow just as hard, speaking hatefully of the people about you, or whether you will be polite and refuse to add to the pushing and bad manners of the crowd.

It may be that a classmate calls to you loudly from across the street, attracting everyone's attention. You must

decide whether you will respond in kind or merely wave a friendly greeting.

These descriptions indicate the wide variety of situations in which you may find yourself, even in the brief time of an hour or so. Your public conduct, then, is the sum total of all your responses to these and similar situations.

How you act in public is important both because of its effect upon you and its effect upon others. If your public conduct shows self-respect, personal honesty, consideration of others and of accepted social customs, and regard for a given situation, it can well be called *good,* both for yourself and for others.

General rules for public conduct have been established. They vary with the function, place, and community. People should be quiet and give attention at church and at concerts; they should not keep others from enjoying the services and the musical programs. At football games much freedom is allowed. You are expected to cheer, shout, and have a more or less noisy time.

All of us should know the rules for conduct and follow them without being a slave to them. If we are not certain of the established custom, we should ask others who may know, or stand back and observe for a short time and then do as others are doing, or do as we would in a similar situation at home.

Certain kinds of behavior are generally held to be offensive to others and so are said to be "bad manners and in poor taste." Such behavior is to be avoided. Some of the most common of these offenses are given here.

Things to Avoid

- Manicuring in public
- Combing hair in public
- Powdering one's nose in public
- Picking one's teeth in public
- Putting fingers in one's nose or ears
- Yawning without covering the mouth
- Chewing gum in public

Failing to be courteous to older people
Questioning the fairness of an award
Staring at people rudely
Spitting
Coughing without covering the mouth
Putting one's hand over one's mouth when talking, laughing, or eating
Kissing on the street or in public places
Talking loudly
Walking in front of people
Criticizing food
Calling across the room or across the street
Talking to one of two persons and ignoring the other
Overdressing
Making vulgar display of self on the beach
Sniffling instead of using a handkerchief

Thoughtful consideration of our manners will help us to avoid these behavior faults and will aid us in becoming gracious, courteous kindly persons, able to be truly "at home away from home."

Things to do

1 Tell why this statement is true or untrue: "Good conduct in public means no fun."
2 Suggest for a schoolgirl some rules for her actions at church; at a basketball game; at a movie theater; at a lecture.
3 Describe briefly good conduct on a bus; at a school carnival; at a musical recital; and at a Home Economics Club convention.

7 *What are good manners when we are eating away from home?*

People in America frequently eat away from home, and places to eat are found everywhere. They vary from the cheap to the costly, from the simple to the elaborate. Each has its particular way of doing things. Though some places are more formal than others, good manners should be used when eating away from home, regardless of the place or the informality of the meal. Good table manners and the ac-

cepted ways of eating should serve as a general guide at a picnic, or even at a lunch counter.

Dining in restaurants, cafés, tearooms, and hotel dining rooms is much the same. Tearooms and hotel dining rooms usually have more elaborate menus, service, and equipment, and the food is more expensive than in many other eating places. A printed or typed menu card is provided from which a choice of food is made. The food is usually grouped in menus for a complete meal to be served at a set price. Choices of meats, salads, and desserts are often permitted. In addition, a list of foods that can be prepared on order is often given. A meal selected on order is generally more expensive and less likely to be balanced.

When we enter one of these places, a waitress or waiter seats us. We are then brought a menu card and our water glasses are filled. When we are ready to give our order it is taken, and soon the food is served. We may wait to choose our dessert until we are ready for it to be served. When we have finished our meal and the statement is brought, it is customary to tip the waitress, usually ten per cent of the price of the meal but never less than ten cents.

Cafeterias are popular food services in this country. They are cheap in price and the service is quick. The food is displayed on a counter from which it is served. We pass along this counter, carrying our tray and choosing the food desired. A checker gives us a slip indicating the price of the food we have selected. Our tray is carried to the dining table. As we leave we pay the cashier.

Lunch counters, drugstores, snack shops, and hamburger stands are food services that reach large numbers of people. The menus are quite limited, and in many cases the food is prepared after it is ordered. The service is simple, quick, and very informal. The food service at these places usually consists of one food, or maybe two, sold at a low price. An adequate and balanced meal is often difficult to obtain in such places. Also, good table manners are not encouraged.

Many trains have convenient food services. Of these the dining car is the most formal. The meal is announced by a waiter going from car to car. If you wish to be served, you go to the dining car. The steward seats you and from then on the service is similar to that in a tearoom or hotel dining room. Instead of giving your selections verbally, you write them on an order card. Prices are likely to be much higher in a dining car than in other food services. Some trains have a buffet service. Menu cards are distributed, your order is taken, a table is set up at your seat, and the food is brought to you. A tip of ten per cent of the price of the meal, or more, is expected by the waiter. For example, if the price of the meal were ninety-five cents, you would tip the waiter ten cents or fifteen cents.

The food service on a ship is interesting. Eating is an important part of the day's activities, as it gives you something to do. Much food is served and eaten. In addition to the three usual daily meals, bouillon is served about eleven o'clock in the morning, tea at four or five in the afternoon, and snacks at ten or eleven in the evening. The price of the ticket includes the cost of the food, as well as that of rooms and transportation. The tipping is done at the end of the trip rather than at each meal.

Picnicking is a favorite way of eating away from home. The great out-of-doors invites us to pack our food and take it away from home. A meal in the woods or on the open plains cannot be equaled for enjoyment. Like the picnic itself, the service of the food is most informal, too.

Meals in the homes of friends are greatly enjoyed by us all. As guests we should observe the social customs of the family and use our best table manners. In every way we should be pleasing and well-mannered guests.

Things to do

1 List any ways in which eating away from home differs from eating at home.

2 Make a set of rules to observe when eating away from home. Does the place make any difference in the rules? How?

3 Select some place for eating, such as a restaurant, coffee shop, tearoom, dining car, or cafeteria. Outline the procedures you should follow in eating at this place.

8 *How shall we act when traveling?*

We are great travelers in this country, going by streetcars, automobiles, buses, railroads, and airplanes. These have all been made so comfortable, convenient, and attractive that traveling is a great pleasure. No matter what the mode of transportation, good manners should be shown by the traveler. She should not make herself conspicuous, and she should avoid being loud, noisy, or rude.

The traveler should be as well poised as possible. Adequate information concerning the details of the trip help in this. Assurance that arrangements have been made for one to be met helps, as does plenty of money for any likely emergency, such as a delay over a meal hour or the need to take a taxi.

The traveler should plan to enjoy the trip. Her dress should be suitable and comfortable, with due regard to the weather and the mode of travel. If she is sensitive to sudden changes in temperature, she may require a wrap to wear in air-conditioned trains, buses, and hotels. She should not demand services out of the ordinary, nor should she be complaining all the time. The traveler who is selfish and unreasonable spoils the trip for herself and others.

Making the acquaintance of strangers when traveling is a bad practice. One may engage in a casual conversation with the person sitting next to her, but the discussion should not be personal, nor should a chance acquaintance go any further.

When traveling by car one should not require more than her fair share of the space for baggage. She should be willing to change places in the car, to eat at places selected by the group, and to make stops for rest as the others decide.

• Traveling is fun when we know the rules! Whether we make a long trip by train or ride a short distance in a streetcar, we observe certain rules of conduct that respect the rights of our fellow passengers.

COURTESY ATCHISON, TOPEKA, AND SANTA FE RAILWAY AND CHICAGO SURFACE LINES

Patience and a sense of humor are most important when traveling in a car.

The person traveling by bus should take the least possible amount of baggage, unless she is willing to check most of it. For a trip by bus a ticket is purchased, and when the bus is called the traveler takes her seat, making herself as comfortable as possible. On a long trip the bus makes occasional comfort stops for five or ten minutes, and stops of twenty or twenty-five minutes for meals. On long trips, pillows are sometimes provided. The back of the seat can be lowered to make one more comfortable in resting or sleeping. The porter or the bus driver should be asked to assist in this at a bus stop.

COURTESY UNION PACIFIC RAILROAD

• Dinner on the train is an enjoyable experience if we can observe easily the rules for the etiquette of traveling and dining. The menu card is planned to make ordering easy, the waiter is attentive and courteous, and there is charm and interest in the passing scene.

When traveling by train, the traveler should check all heavy and large pieces of baggage and carry only the pieces essential during the journey. The checking is done at the baggage room after the ticket is purchased. In cities, the services of a porter can be obtained to assist one in boarding the train and in carrying baggage from the train. A tip is given for this service, ten or fifteen cents for each bag or package the porter carries.

The traveler takes her seat after boarding the train and settles herself comfortably. If one is traveling in a Pullman or tourist sleeping car, the special Pullman or tourist ticket purchased in addition to the train ticket indicates the space one is to have. The traveler should plan something to occupy the time on a long train trip so that she does not become too restless. Some travelers read, knit, or play cards.

If the trip requires a night or more on the train, the traveler should plan to sleep as much as possible. In the chair car, the porter will adjust the back of the chair and furnish a pillow or two.

If traveling in the Pullman or tourist sleeper, the traveler goes to the dressing room and makes ready for bed as soon as her berth is made up. She puts a dressing gown over her nightclothes and bedroom slippers on her feet, collects her day garments and toilet articles, and comes to her berth. She draws the curtains, buttons them securely, and turns out the light. In the morning after putting on her house slippers and dressing gown and gathering her day clothes and toilet articles, she goes to the dressing room and makes ready for the day. When she leaves the train, she gives to the porter of the sleeping car a tip of from twenty-five to fifty cents a day, according to the service rendered.

On arrival at a hotel, a porter takes the bags and the traveler goes to the room desk and registers for a room. She may ask: "Do you have a quiet room with a shower on an upper floor? What are your prices?" When she is registered, a bellboy carries the bags to the room, checks the room and its equipment, and hands her the key. She tips the bellboy for this service. When she leaves, she tips him again for carrying her bags to the hotel entrance.

The superior tourist camp furnishes families traveling by automobile a most satisfactory place to spend the night. It is informal and not expensive. Many people prefer these camps to hotel rooms because there is no lobby through which one must pass in a disordered and soiled state; the service is simple; and one's departure is easily and quickly made. Though the services provided are fewer, one should be just as courteous and well mannered.

Things to do

1 Describe what you consider the correct dress when traveling on a train; on a bus; in an automobile.

2 Prepare a leaflet of suggestions, "Do's and Don'ts for Travelers."
3 List some examples of desirable and undesirable actions of travelers.

Things to do at home

Decide on a standard for your personal conduct at various places and events away from home. Follow this standard for a given length of time. Study the results. If your standard is still low, make needed changes and follow the improved one.

Books to read

Future Perfect by Berneice Bryant. Albert A. Whitman Co., Chicago, 1944.

If You Please! by Betty Allen and Mitchell Pirie Briggs. J. B. Lippincott Company, Chicago, 1942.

Manners for Moderns by Kathleen Black. Allyn and Bacon, Boston, 1938.

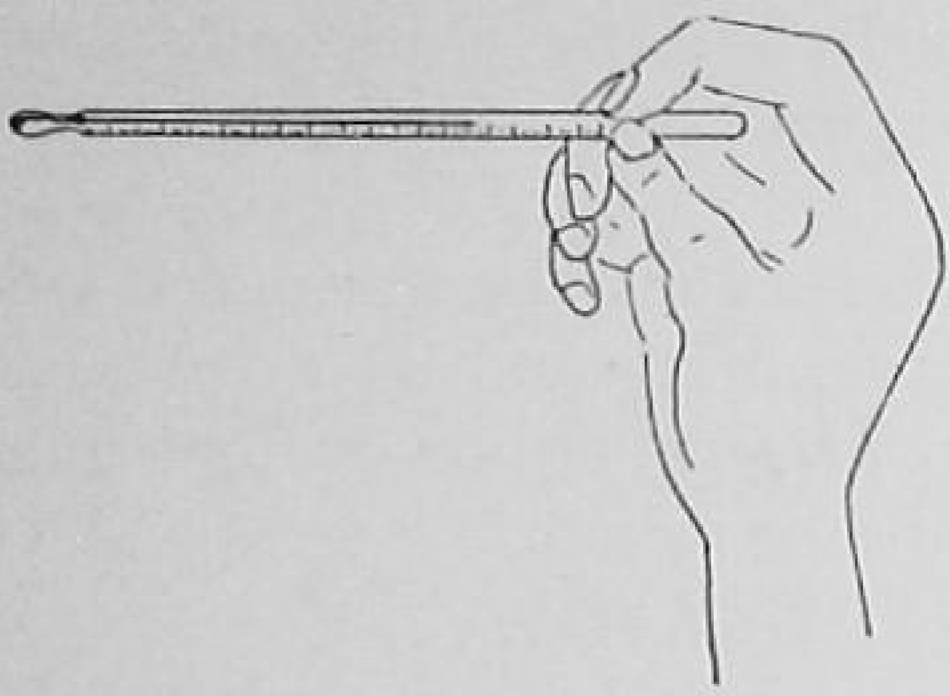
Smarter and Smoother by Maureen Daly. Dodd Mead and Company, New York, 1944.

18 *When there is sickness in the home*

At various times on your way to school you may have seen homes with signs indicating that some family member was sick. One house may have had an orange-colored sign —warning of mumps; another may have had the red danger sign of scarlet fever; and still another may have had the quarantine sign for measles. You may have seen also a man hobbling about the porch on crutches; or a tired, pale-faced child lying in the sunlight on the lawn.

If your mind had not been on the brightness of the morning or on the basketball game at school, you may have thought at any one of these times "Oh my! Someone is always sick. How much bother sick folks must be! I hope I don't get sick." Much as you desire this wish to come true, you—or a family member—may be sick sometime, and it is important that all of us know what to do when illness comes.

Perhaps you may have had an argument sometime with your mother as to whether or not you were sick. When all the words were exhausted, your mother may have answered, "Now young lady, I know sick people when I see them. You march right up to bed." If you were not too cross at being sent to bed, you may have wondered how she knew how bad you really felt. After you were safely in bed and receiving the care that you needed, you were grateful for her decision and very glad that she knew just what to do and how it should be done.



• The thermometer is used to tell whether the body temperature is normal.

1 *How can we tell when a person is sick?*

You have all seen people who you may have thought looked sick, yet you could not say just why you thought so. Many things combine to give this impression. Illness is shown in one's appearance by flushed cheeks, unusually bright eyes, and by the impatience and crossness of the person. It is also shown by complaints of a feeling of nausea, general aching, headache, sore throat, chilling and burning sensations, pain, and drowsiness. If a person seems sick, she should be watched, placed in a room by herself, and made as comfortable as possible. This is both for her sake, because quiet and rest will hasten her recovery, and for the sake of others, for she may have a contagious disease.

The person having a fever will have a flushed appearance, her lips will be dry, and her forehead will feel hot to your hand. Every home should have a clinical thermometer and each member of the family should learn to take body temperature as early as possible. It is an important indication of illness. The temperature of a person is taken with the thermometer in this manner:

1. Place the thermometer in alcohol and then rinse it in clean water.
2. Shake the mercury down below 95°.
3. Place the bulb of the thermometer under the person's tongue and have him close his lips. Let it remain three minutes, unless it is a one-minute thermometer.
4. Remove the thermometer, read it, and record the temperature.

5. Clean the thermometer by rinsing it in water and dipping it in alcohol. Wipe it, and put it in the case.

The seriousness of some diseases may be lessened if we notice the signs at the very beginning and have the sick person go to bed and rest; then if rest and quiet do not bring improvement a physician should be called.

Things to do

1 Practice reading a thermometer until you can do it easily.
2 Take your own temperature and that of someone else.
3 List the different indications of sickness that you saw on your way to school.
4 Decide what indications of sickness would cause you to call a physician.
5 Decide what indications of sickness would cause you to put the person to bed.

2 *How can we help care for the sick person?*

Whenever there is sickness in the home, you should try to help in every possible way. The ways in which you can help, depend upon the nature of the illness. If mother has a sick headache, she will want quiet more than anything else and you can help to obtain that for her. If little brother is quarantined with mumps in some other part of the house, and you have never had the disease, you can help by staying away from him. It may be that you can take a larger share in the household tasks in order to give mother free time to serve as his nurse.

If you can share directly in the care of the sick person, you will find many ways in which you can help. It may be that you can stay in the sick room and thus let the one in charge get a short rest, take a walk, or attend to some personal matter. While you are staying with the sick person you may read to her, you may tell her of amusing incidents that happened at school, or entertain her in some other way.

• Pillows are more comfortable if they are well "fluffed."

Some sick persons may like to play games or be amused by guessing contests, crossword puzzles, or checkers.

You may give the sick person fresh, cold water to drink and help to serve her food. The food may be prepared by you or by someone else, yet you may take the entire responsibility of serving it.

When we are sick, we find the pillows get hard and lumpy and the sheets pull and twist into hard knots; then we like to have the pillows "fluffed" and covers straightened. This you can do for the sick person in your home. In fluffing the pillows, one should be careful not to annoy the patient or to seem rough in the task. The pillow may be turned and the feathers shaken to be evenly distributed in the pillow. In straightening the covers, you should pull the sheet to the bottom of the bed and tuck it in firmly, then you should pull it up at the top, being careful not to uncover the sick person. The top covers are then straightened, and the top end of the sheet turned back over the covers.

You can always watch the light and ventilation and make sure that those are satisfactory to the sick person. Light in our eyes makes us uncomfortable even when we are well, and is of greater disturbance to a sick person. Artificial light should be placed according to the patient's desire and in a proper manner. Light for reading should fall on the material being read, and not on the patient's eyes.

Whatever you can do for the sick person should be done

thoughtfully and willingly. You should always bear in mind that illness may come to any of us, and you should attempt to give the same type of care that you would like to have. You should run errands and meet other requests cheerfully, even though they may seem trying to you at the time.

Things to do

List the things a girl could do to help in the following situations:

(a) Mother has a bad cold.
(b) Brother is at home with a broken leg.
(c) Father is just home from the hospital after an operation for appendicitis.
(d) Older sister has come home for a two weeks' rest.
(e) Younger sister has the measles.
(f) Your best friend has chicken pox.

3 *What care shall we give the sick person's room?*

The room occupied by a sick person should be cheery and bright, and it should be kept clean and orderly. Only those articles should be in the room which add to its cheer or are needed. Dressers and tables covered with unnecessary "things" are hard to care for, bring confusion to the room, and are dust catchers.

The arrangement of furniture and accessories should be made convenient for both the sick person and the one who takes care of her. For example, if she is able to read, books and papers should be so placed on a table near the bed that she can reach them.

Flowers and plants add much to the appearance of the sick room. They require special care. Depressing to the patient are wilted flowers with falling blossoms and dead leaves, or plants dying from lack of water. Each day cut flowers should be removed from the vase, the vase should be emptied and washed, and fresh water placed in it. The stems should be cut off one-half inch, any dead blooms or leaves should be removed, and the flowers returned to the vase. Plants should be watered as needed, and any dead

• On the bedside table may be placed a clock, lamp, and other articles needed in the sick room.

leaves removed. Sometimes it is wise to remove the flowers and plants from the sick room at night. The return of the flowers in the morning creates new interest in them. Good care of plants and flowers may aid in lengthening their life.

The bed should be kept clean and well made. We have already learned how to do this on pages 124–125. A clean bed gives comfort and satisfaction to a patient. More changes of bed linen are necessary for a sick person than for one who is well. Tossing and turning wrinkle the linen and take away its freshness.

The floors and coverings should be swept and dusted daily; then the room should be aired. In sweeping and dusting, care should be taken that as little dust as possible is set in motion in the room. This can be avoided by the use of a vacuum sweeper or by the use of well-oiled mops or cloths to take up the dust. If a broom is used in sweeping, it may be slightly moistened before starting to sweep. The woodwork and windows should be washed and dusted as needed. Frequent dusting keeps them in good condition, and does away with much of the need for washing.

When airing the room, the windows may be lowered from the top, but great care should be taken that a draft does not hit the patient. The raising and lowering of the windows for fresh air should be watched carefully. Specially made screens are often placed on the window sill to

prevent direct draft, if the window is opened from the bottom.

Things to do

1 Plan the arrangement of your room if it were to be used as a sick room.
2 Arrange some flowers in a vase that would look well in the sick room.
3 Suggest ways of fixing a flowerpot to make it attractive when placed in a sick room.
4 Ask your father to make a window board for your room to protect against a draft when you have your window raised a few inches for ventilation. This may be used in any room for ventilation in case of illness.
5 List some ways of adding cheer to a sick room.

4 *What foods are served to the sick?*

When a family member is sick she often is unable to eat the food served to those who are well. Special foods or menus will then need to be planned and prepared for the sick person. Just what these will be depends upon the kind and seriousness of the illness. In those cases where a physician has been called, he may tell us the foods which the sick person may have and the method of preparation that may be used. He may just ask that liquid foods or soft foods be prepared and served. Because these foods are easier to digest than most other ones, they make up a large part of the sick person's diet.

Liquid foods commonly served to sick people are fruit juices, soups, beverages, and milk. These may sometimes be served with crackers or toast, and at times they are served alone.

Soft foods are more substantial than liquid foods. They include creamed and scalloped dishes, custards, milk toast, eggs, fruit sauces, and baked and steamed vegetables. This gives a large group to choose from. If soft foods are used,

COURTESY AMERICAN HOME

• The best part of the cure! The sick person responds quickly to attractive, well-prepared food.

the same dish is often prepared for the family meal, thus lessening the work. Meat is sometimes served to the sick; the kind and method of preparation should be carefully considered, unless it has been prescribed by the physician.

In times of sickness, likes and dislikes should be given consideration. The sick person usually does not care much about food, so it is necessary that the food be prepared and served in an attractive way. A breakfast tray, simple or elaborate, is a helpful addition to the service.

Things to do

1 Make a list of foods that are served to sick persons in your home. Indicate those that are liquid foods and those that are soft foods.
2 Plan a menu of all liquid foods.
3 Plan a menu of all soft foods.
4 Plan a menu of liquid food and soft foods.
5 Judge these menus for essential foods, attractiveness, and appeal to the appetite.
6 Suggest different ways to serve milk to a sick person.
7 Decide which of the foods prepared in the other units would be suitable for sick persons.

5 *How shall we prepare and serve fruit and milk beverages for the sick?*

Fruit and milk beverages commonly served to sick people are easily prepared and simple to serve. Some pleasing fruit beverages are lemonade, lemon-orangeade punch, and fruitade. The recipes for these beverages are given below.

Lemonade

The following utensils will be needed: paring or butcher knife, measuring cup, measuring spoons, fruit juicer, pitcher, tablespoon.

¾ c. sugar	3 lemons
1 qt. water	

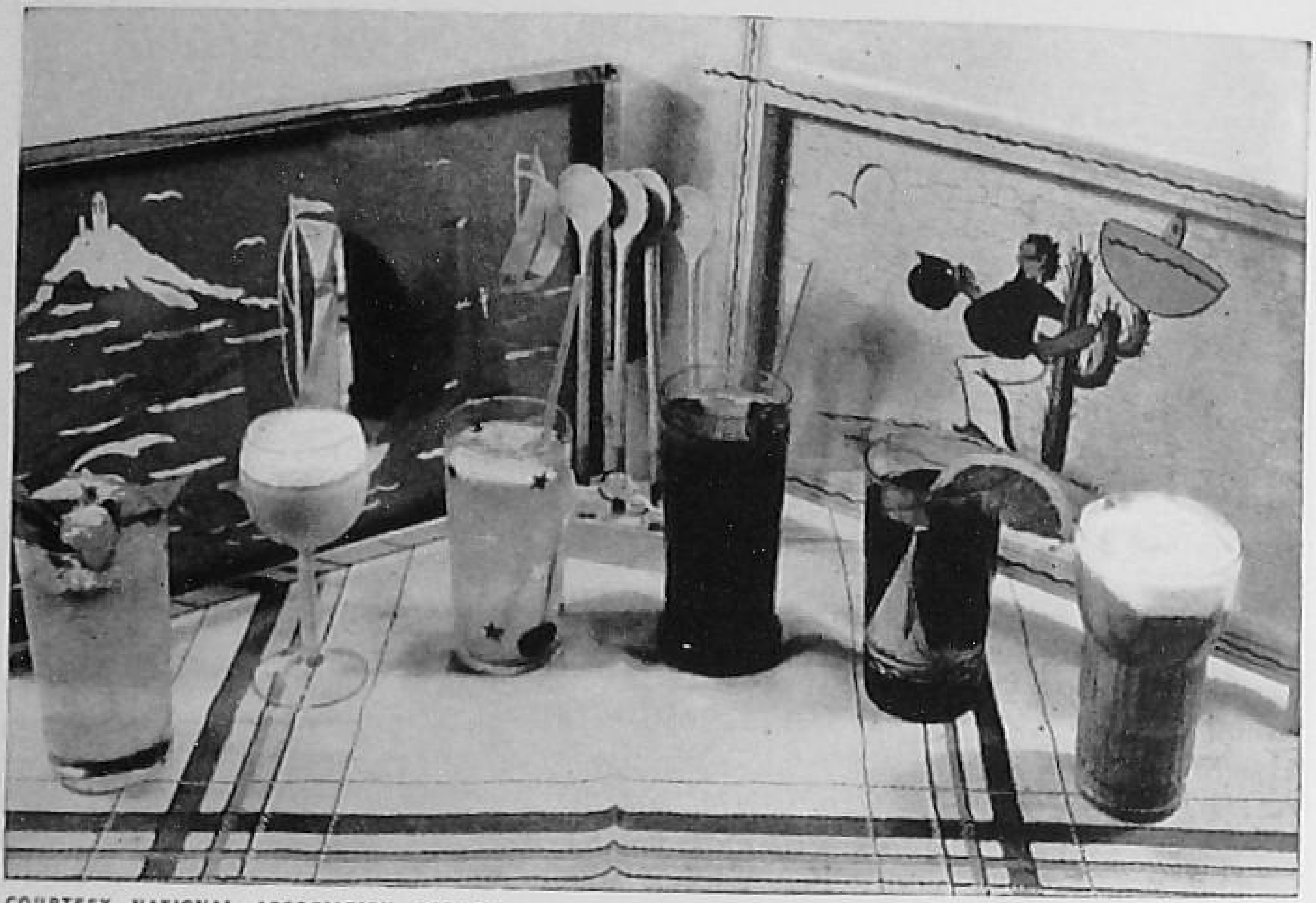
Make a sirup of ½ c. of the water, sugar, and a slice of lemon. Cool, add lemon juice, and remainder of water. Chill.

Two girls—⅓ recipe.

Lemon-Orangeade

2 oranges	½ c. sugar
2 lemons	3¼ c. water

Squeeze juice from the fruit and strain. With ½ c. of water and the sugar make a sirup. Cool. Combine sirup,



COURTESY NATIONAL ASSOCIATION SERVICE

• Beverages may be served in a number of ways to tempt the appetite of the patient. The glassware may be varied to give interest to the different beverages. Here are shown lemonade, eggnog, gingerale, grape punch, iced tea, and malted milk—each served in a distinctive glass.

fruit juice, and remaining water. Add a small amount of ice if an extra cool drink is desired.

Two girls—¼ recipe.

Fruitade

1 c. lemon-orangeade	2 c. grape juice or other fruit juice

Mix the lemon-orangeade and fruit juice. Chill.

Two girls—½ recipe.

Lemonade, lemon-orangeade, and fruitade are served in water glasses or iced-tea glasses, which may be placed on a dessert plate or a tray. A teaspoon, iced-tea spoon, or straws may be used.

Two pleasing milk beverages for the sick are eggnog and malted milk. The recipes for these beverages follow:

Eggnog

The following utensils will be needed: small mixing bowl or pitcher, measuring cup, measuring spoons, Dover egg beater.

1 egg	Few grains salt
¾ T. sugar	½ t. extract
⅔ c. milk	

Beat the egg thoroughly, add sugar, salt, and flavoring, mixing well. Add milk gradually. Strain and chill.

Two girls—entire recipe.

Eggnog is served in a tumbler, placed on a dessert plate or a tray. A teaspoon may be used if desired for eating.

Malted Milk

The following utensils will be needed: small mixing bowl or pitcher, measuring cup, measuring spoons.

⅔ c. milk	1 T. dry malted milk

Mix the dry malted milk with 2 T. of the milk; add the remainder of the milk. Chill and serve. If chocolate malted milk is desired add 2 T. chocolate sirup or use 1 T. dry chocolate malted milk.

Two girls—entire recipe.

Malted milk is served in a water or iced-tea glass placed on a dessert plate or a tray. A teaspoon or iced-tea spoon may be used if desired.

Things to do

1 Judge the products made.
2 Figure the cost of each beverage per serving.
3 Decide the food value of each beverage.
4 Suggest a number of ways of serving each beverage.

6 *How shall we prepare and serve tea and meat broth?*

Tea and meat broth are foods frequently served sick persons. They are liquid foods and may be used in a meal or between meals. Both are served hot.

Hot Tea

The following utensils will be needed: teapot, measuring cup, and measuring spoons.

2 t. tea	2 c. boiling water

Scald the pot to freshen. Put tea into a tea ball and place in the pot. Pour boiling water over the tea and cover it. Allow to steep 2 or 3 minutes. Remove the tea ball and serve at once. The tea can be put directly in the pot, but then the beverage should be poured at once into another pot when it has steeped the required time.

Hot tea is served in a teacup placed on a saucer. The cup is filled to within two-thirds inch of the top. Sugar, milk, lemon or orange are often used in tea. A teaspoon is used for stirring and sipping the tea.

One girl—½ recipe.

Meat broth is a clear liquid made by cooking meat in water with any desired seasoning. When made for a sick person, it is usually seasoned only with a small amount of salt.

Meat Broth

The following utensils will be needed: kettle and cover, measuring cup, measuring spoons, cooking spoon.

1 lb. meat and a small bone	1 qt. cold water

Cut the meat in small pieces and have the bone cut in pieces. Soak 1 hour or more. Heat gradually to the simmering point and cook at this temperature from 1 to 2

hours. Strain and cool quickly if not to be used at once. Keep in a cool place.

Two girls—½ recipe.

Meat broth is served hot in a bouillon cup or soup dish placed on a luncheon plate or a tray. The broth is eaten with a bouillon spoon or dessert spoon. A napkin is placed on the plate or tray. Crackers may be served with meat broth.

Things to do

1. Judge products made.
2. Suggest attractive ways of serving hot tea and meat broth.
3. List sicknesses in which hot tea and meat broth would be served.
4. Decide the meats that could be used in making meat broth. Estimate the cost of each in this recipe; the ration points required.

7 *How shall we prepare and serve junket custard?*

Soft custards are often found in diets for the sick. One variety of this food may be made from the prepared junket tablet. Junket custard can be made quickly and easily and, with the addition of fruits or cream, can be varied to please the taste of the sick person.

Junket Custard

The following utensils will be needed: mixing bowl, medium size, measuring cup, saucepan, measuring spoons, sherbet dishes or cups.

1 tablet of junket
1 T. cold water
1 pt. fresh milk
3 T. sugar
1 t. vanilla extract

Have sherbet dishes or cups ready. Put the junket tablet in a mixing bowl. Add cold water. Crush the tablet and dissolve thoroughly.

Put milk in a saucepan. Add sugar and vanilla. Warm slowly, stirring constantly until *lukewarm,* not hot. Remove from the stove. Test to be sure it is only lukewarm. Add to the dissolved tablet. Stir quickly for a few seconds only. Pour at once into sherbet dishes or cups. Do not move the dishes until the custard is firm. This takes about ten minutes. Chill.

Two girls—entire recipe.

Junket custard is served in the dishes in which it set. The dish is placed on a dessert plate or a tray. It is eaten with a teaspoon. Sometimes slices of fruit are served on the custard.

Things to do

1 Judge products made.
2 Estimate the cost of each serving.
3 Decide the food value of junket custard.
4 Plan variations of the recipe and serving.

8 *How shall we set up a tray for the sick person?*

Health is one of the joys of life, yet it seems that at some time we all will have sickness in some degree. In most sicknesses we care very little for food, and many times it is the attractiveness of the tray that tempts us to eat at all. Most homes have some sort of tray that may be used for serving the sick. The tray should be covered with a white or gaily colored cloth or paper doily. It should be clean and free from spots. Attractive, clean dishes and silver should be used. These should be easily handled and suitable in every way for a tray prepared for a sick person. The use of dishes or glasses that tip easily, or any heavy dishes, should be avoided.

We should plan an arrangement of the dishes on the tray so that it will be convenient for the sick person. It is often a good plan to place something on the tray to give a

COURTESY AMERICAN HOME

• A tray meal that a sick person will enjoy.

bit of life or color. A flower or a bit of green brightens the tray. Sometimes a surprise such as a small gift or a note from a friend may be taken in on the tray to add to its interest. The patient's mealtime should be quiet, restful, and free from visitors. Anything that may disturb the patient while eating should be avoided. Eating time should bring pleasure to the sick person, and we must plan carefully for it.

Things to do

1 Form into groups of four and each group prepare one of the menus planned in "Things to do" on page 547.

2 Set up these meals on trays. Check the silver, salt and peppers, and other service required for the trays.
3 Compare and judge the trays.
4 Suggest some things that could be used in place of a tray. Show how these could be used satisfactorily.
5 Make a list of surprises that could be placed on the sick tray if it were for your mother; father; other family members.

Things to do at home

1 Prepare and serve food for a sick member in your family or a friend.
2 Plan and prepare surprises for the tray of a sick relative or friend.
3 Plan, prepare, set up and serve a tray meal to a sick relative or friend.
4 Help care for a sick person in your home.
5 Help care for a sick friend.

Books to read

First Course in Home Making by Maude Richman Calvert and Leila Bunch Smith. Turner E. Smith Company, Atlanta, 1941.

Home Nursing by Dorothy Deming. Little, Brown and Company, Boston, 1942.

The New Elementary Home Economics by Mary Lockwood Matthews. Published by Little, Brown and Company, 1937.

Our Food by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

Our Home and Family by Laura Baxter, Margaret M. Justin, and Lucile O. Rust. J. B. Lippincott Company, Chicago, 1943.

19

Helping to care for younger children

CHILDREN ARE A long time in growing up. Many years must pass from the time they are born, when they are entirely helpless, before the time comes when they can take complete care of themselves. The number of things they first do for themselves is very small. Gradually these increase, until, as grownups, they can do everything for themselves. Nothing is more interesting and fascinating than watching children develop. The tiny baby waving his arms and legs, the older baby toddling here and there looking for new experiences, and the six-year-old child starting off to school all furnish interest, ever new and enjoyable.

Guiding and directing young children in their growing and learning is an important responsibility of the older family members. It is essential that this be done in the right way. Much of our happiness and later success depends upon how we are directed during these first years of life. The chief responsibility of caring for children falls upon the mother. However, other members of the family should share in this too. Besides helping the mother, assisting in caring for the younger members brings about happy and pleasant relationships within the family.

Sometimes schoolgirls help to care for children in families other than their own. This, too, is a desirable thing to do as it affords an opportunity for a better understanding of children, as well as for earning money. Helping in the care of children should be regarded as a privilege and should be done in this spirit.

1 *What care do children need?*

Caring for children is a big job which is made up of many small ones of all types and kinds. It requires much time. Studies show that as much as five or six hours daily are given by mothers to the care of infants. This time is not all given at one part of the day, but stretches out during the whole twenty-four hours. In addition to the care the mother gives, other members of the family give as much as one and one-half hours daily. The babies in these studies were in good health. Sick ones would require even more time. The care does not end with babyhood. The toddler makes demands on the mother and the other family members. The need for care continues through the preschool days, decreasing little by little as schooldays begin.

Children have definite needs that must be cared for properly if they are to grow up as they should. It is the responsibility of the older members of the family to see that these needs are met and that the children receive the right kind of care.

Children need the right amount of good, wholesome food. It should be well prepared and served at the proper time. The children should be considered in the planning of the meals and their food needs provided for in an adequate manner. The children should be included in the plans for serving the meals. Some families find it desirable to have a special table for the young child or children. Others prefer to seat the young children at the family table.

Children need a good home, one that permits their best growth and development. The house should be clean and properly cared for. They need a warm place to live in the winter and a cool one in the summer, with plenty of fresh air and sunshine all the time; they need a place to romp and play; they need rest and sleep; they need a place where complete rest and sound sleep may be possible.

Children must be properly clothed. Their clothing

COURTESY BOSTON MUSEUM OF FINE ARTS

• The care of the sister for her baby brother is beautifully expressed in this statue by Rodin.

should be comfortable and should permit freedom of movement. It should be easily laundered and cleaned. It should protect them from the cold in the winter and help keep them cool in the summer.

Children must be kept clean, but without making cleanliness, instead of the happiness of the child, the goal. Play and all the many things children must do in order to know the world in which they live seem to bring them dirty hands and dirty clothing. Before we call, "Now, don't get your-

self dirty," we must remember that for the child a certain amount of dirt goes with enjoyment. The way the child feels about being too clean has been described thus:

> Over the daisies and through the long grass,
> Dirty but happy, gay little lass.
> Dressed up for company, dull hours pass,
> Clean but so wretched, poor little lass.

Children should be kept reasonably clean, but not to the extent that they are not permitted to play and do the things which children like to do.

Children must be protected from danger. Danger is not a wolf hiding by the door, but it is the thousand and one chances for harm that come in everyday living. The home and community should do everything possible to prevent harm coming to children. The number of accidents to children in the home and the community is far too large for us to feel satisfied with present conditions. Young children should be watched during their waking hours. They do not know that fire burns them, water drowns, and cars crush. They must have personal attention if they are to be safe.

Children need to be out-of-doors. Those who live in cities and large towns may not have a safe place to play close by. It may mean that someone must take them to a park or playground and watch to see that they are in no danger. Even in one's own yard it may be necessary to watch a child at his play.

Children need help in their play. Play is essential in the development of children, and they should engage in the right kind. Children ought to have stories read and told to them. Through these their lives are enlarged and enriched, their imagination is developed, and many ideals are established. The child must wait some time before he can read for himself. He needs this education long before.

Good habits must be formed, and desirable personal qualities must be developed. The little child has no sense

COURTESY SAN JOSE SCHOOLS, U. S. DEPT. OF AGRICULTURE, AND OFFICE OF WAR INFORMATION

• Proper rest, a balanced diet, and exercise are necessary to good health.

of "mine or thine"—he does not know the difference between his things and those that belong to others. He does not quite understand the difference between what he imagines and what is true. To his mind, the big, black, growling bear which he says he saw in the closet is real. He must have help if he is to understand the difference between real and unreal. Perhaps you have seen classmates who sulked and pouted when they could not have their own way, or others who wanted to be the "whole show" all the time. They had lacked the help they needed to make them develop desirable personal qualities as they grew up. The child must learn to obey and live with others successfully. The right type of direction makes all this possible.

Children need love and affection. They are sensitive to our attitudes. Disapproval, teasing, and making fun of them make them unhappy and hurt their growth. We must learn to be affectionate and considerate without indulging and spoiling them. It may seem strange to include showing affection as a job to be done, but placing it here may emphasize the need for it: to show affection wisely, thought and effort are required.

Things to do

1 Observe a young child for several hours. Make a note of all the things that were done for him by others.
2 List the most important things that must be done for young children. Give reasons for the ones selected.
3 Describe your idea of a well-cared-for child.

2 *What is our responsibility when there are children in the home?*

One of the first responsibilities in regard to children in our home is that of helping in such ways as we can with their care. There are so many jobs included in this that no one need lack a means of helping. Perhaps help in washing hands is what is needed, or taking the child for a walk,

teaching him a new game, or staying near by while the child naps. Whatever the job is, the doing of it will be interesting and of value to us if we will allow it to be. Sometimes the child needs care that can best be given by the mother. In such case, we should relieve her of some other responsibility and thus give her time for the task. Some of these things that we can do to free time for the mother are setting the table, washing and putting away the dishes, preparing part of or all the meal, mending hose, helping with the laundry, cleaning the house, and marketing for food. Often the mother finds it gives her rest and joy to turn from household tasks to those of child care. So we can help her and also carry our own responsibility by sharing these tasks.

• A thousand questions come tumbling out of the mind of a lass who is half past two.

We all have a responsibility to help carry out the parents' plans for the training and directing of the children. Our help in this is absolutely important if the children are to develop into well-adjusted persons. For the parents to act one way toward a child and for us to act in just the opposite way is very bad. Even though parents have not planned too wisely, a child should not be upset by conflicting directions from others. Any changes in the child's management should be made as easily as possible and by the parents. Talking about these changes should not be done in the child's hearing.

We should avoid teasing children. Few things disturb

a family more, and nothing is worse for a child's disposition. The child does not quite understand whether the teasing is truth or pretending. He is embarrassed because he is being laughed at. He is upset, and his actions are not his best. Even most grownups find it difficult to take teasing gracefully and happily. Children certainly should not be expected to do so.

Needless irritating of children is bad practice. Teasing often causes irritation as do certain other things. Among these are rudeness, loud talking, hitting, and continually saying "don't." The irritated child is cross, sulky, and ugly in disposition. We should not do things to make children so unhappy.

We should accept the fact that children have certain rights that should be respected. We should feel our responsibility to safeguard these rights. Children have a definite place in the home. They, too, are members of the family and are just as important as the older ones.

We should have the correct attitude toward children. We should not be jealous of them. Family life is not a contest for favors. If the younger children seem to have more time and attention from the parents, it is because they need it. We should try to be understanding and helpful. A helpful spirit should prevail between the younger and older members of the family.

All this does not mean that the younger members should rule the family, nor does it advocate the spoiling of children until they are not fit to live with others. It does mean that the older members have a responsibility in directing and guiding the younger members of the family so that they can take their place in the home satisfactorily.

Helping to care for younger children is good for us all. It is a means of increasing our interests, as well as educating ourselves. It helps us to understand ourselves better. It aids us in improving our own personalities. It may be a means of earning some money in caring for a neighbor's child. It helps us to be better family members, through

an increased understanding of some of the problems of the home.

Things to do

1 Make a list of the things you can do in your home or another's to free the mother's time to care for a young child.

2 Name some specific ways in which you can help in training and guiding some young child.

3 List the rights a young child has that should be respected by the older children and grownups.

3 *What shall be our guides in caring for children?*

If we are to care for children we want to do our task well and have it contribute to the happy, rounded growth of the child. Here are some guides to help us to this end:

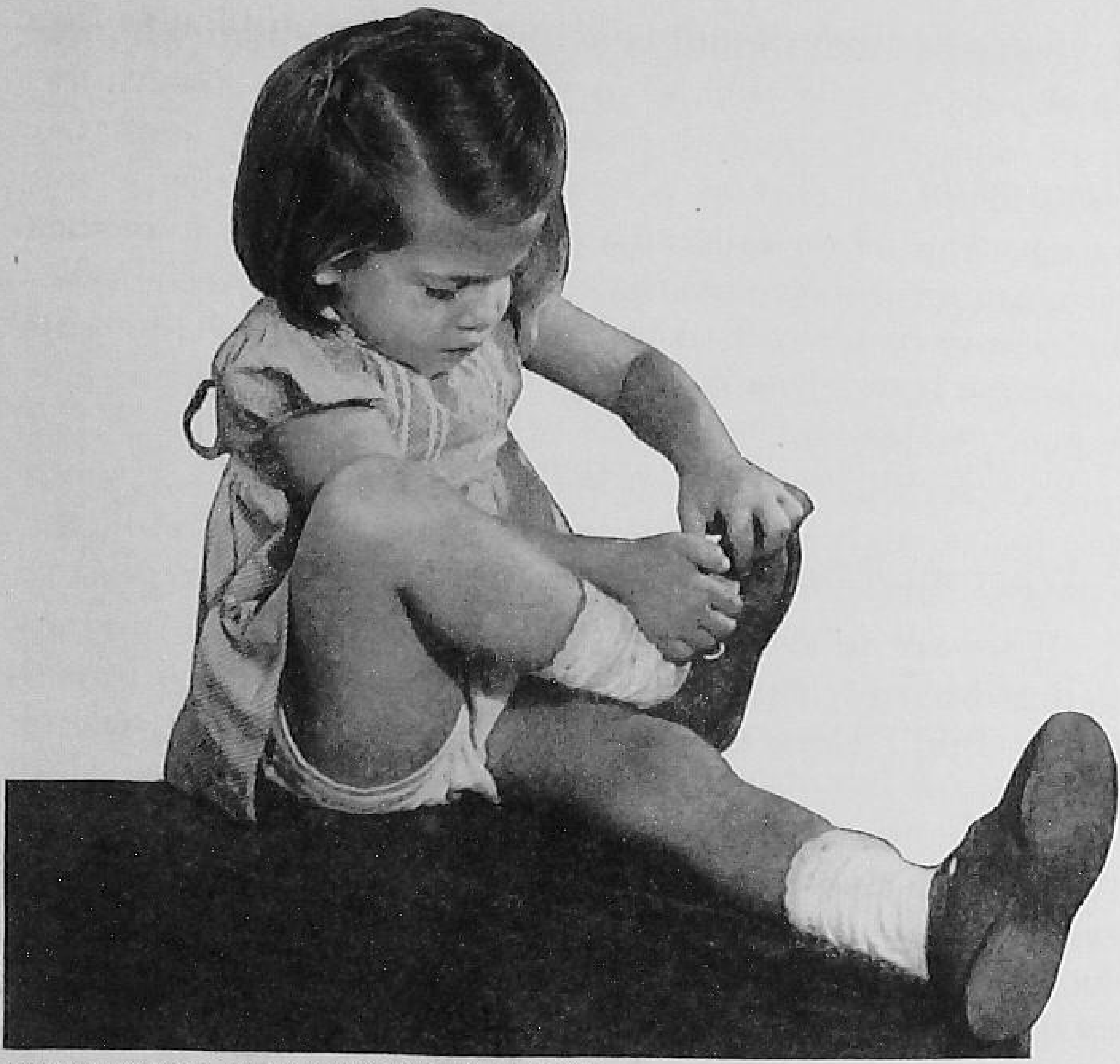
1. The routine of a child's life should be followed. By routine we mean those necessary activities that are done regularly, and sometimes often, throughout the day. These include eating, sleeping, bathing, and playing. Routine is established early in the child's life. Any change from this will disturb the child and may harm him. We should do our best to keep the child in the established routine.

2. Desirable habits should always be encouraged, and bad habits, never. Sometimes an action appears cute and funny in a small child, but would be punished severely in an older one. It is a mistake to encourage this action until it becomes a habit, for later the child will be forced to break it and suffer from its results.

3. The child should learn to help himself as early as possible and to the extent that he is capable. He should never be made a helpless individual, expecting everything to be done for him.

4. The child should be permitted to develop as an individual, but he should also learn to be a willing worker in a group. It is surprising how early a child can learn this.

5. The child should develop a respect for the property



COURTESY CONSUELO KANAGA AND WOMAN'S DAY MAGAZINE

• I can do this myself, thanks! Children are eager to begin doing small tasks for themselves and should be encouraged to do so.

of others, and also for his own, as soon as possible. Learning this takes a longer time than some other things, but is an important thing for every child to know.

6. The child should be let alone as much as possible and given freedom for development. Constantly scolding a child to let this alone, or not to touch this, or to come away from that, are poor ways to guide him. Positive methods with children are much better than negative ones. "Don't" should be excluded from one's list of words and "do" substituted. "Don't this" and "don't that" soon fall on closed ears. The child soon has little regard for the "don't" rules.

7. Punishment should be withheld until absolutely necessary. Preventing the need of punishment is always the better plan. When used, punishment should be constructive. That is, it should help the child be a better person and to fit in his group and its rules. The child who finds that others will have nothing to do with him when he takes all the toys to himself, or when he scratches and bites his playmates, is usually more effectively punished than if he is spanked for his bad habit.

8. The child should not be told falsehoods. If it is not wise to tell a child the truth, then the subject should be changed. Lying to a child destroys his faith in the person. It is always a dangerous thing to do.

9. The child should not be urged constantly to hurry. Young children have no idea of time. For them it has no meaning. They do not understand what is wanted, and they are likely to become cross and irritated.

10. The cause of a child's behavior should always be sought. There is usually a reason for it. Sometimes he has not understood what was desired of him. Sometimes he may not like the way the request was made. Sometimes more was demanded than he could do. Other reasons, too, may be found.

The relations between children and those caring for them should be such that the children are calm, peaceful, and not greatly upset or disturbed. This means that they should not be frightened or teased.

Things to do

1 Using the above list as a basis, discuss child care with your mother or with some other adult and add to or take away from these suggestions.

2 Write a paragraph explaining which of the above guides are easiest to follow.

3 List certain problems that are likely to result if children are greatly upset and disturbed.

4 Give an example of a child's misbehavior being caused by an older person's actions.

4 *How can we help children to form good food habits?*

Good food habits are the basis of good health in children. These habits should be formed very early so that the child may have the right start in health. Children need help in acquiring good food habits. Here we older members of the family can assist greatly.

Good food habits on our part do much to help children in the family form such habits. Children are great imitators. They especially want to do as the grown-ups do. If father and big sister drink milk and eat vegetables, little brother follows their example happily. The "do-as-I-do" plan works much better with children than the "do-as-I-say" plan.

Regular and adequate meals are important in the forming of good food habits by children. This practice should be adopted at the beginning of a child's life and followed as he grows up. His meals should come at a definite time. They should be sufficient in amount for his needs and should contain all the essential foods. His food needs are changing all the time. These needs should be known and provided for as he grows and develops. As a tiny baby, he needs six feedings of milk per day. Later, he needs four feedings. Orange juice, vegetables, cereals, and cod liver oil are included, as well as milk. When he becomes a schoolboy he needs three full meals. The amount of food he needs increases as he grows. Milk, orange juice, vegetables, and whole grain cereals will always be important in his diet, even after many other foods are added.

Well-prepared and attractive food helps in forming good food habits, and helps to avoid fickle appetites. Children's food should not be highly seasoned and flavored. The food should be attractive, so that the child is interested and wants to eat it. Often the way the food is served de-

COURTESY EVAPORATED MILK INDUSTRIES

• The small child's birthday party has simple food, but the occasion is filled with splendor for him. He feels his importance and is pleased with the good wishes of his friends.

termines whether it is attractive. A pretty dish or a gay napkin may increase his desire for the food. A "Mother-Goose" spoon or fork, or a bowl with a picture in the bottom, has been known to interest many a youngster in eating his food.

Another aid is for every family member to eat the food as it is prepared and served. If it is the family custom for everyone to accept the meal without comment, the children will do so, too. Almost without effort this food habit is established. Little or no discussion of the food by the family members is a good plan to follow, unless one wishes to compliment or praise. Talking about our likes and dislikes of food at the table makes the meal unpleasant and helps in forming bad habits. If a family member does not care for a food she should leave it alone and say nothing about it. Many a young child has been "talked" into a food dislike by older family members.

COURTESY WESTERN NEWSPAPER UNION

• A party plate made up of common foods pleases the child.

No eating between meals by the family members except for the drinking of milk or orange juice is a good food habit to form. The children will copy the grownups. They can so easily acquire the habit of wanting candy and other sweets or soda pop between meals. Such things prevent them from eating a wholesome meal at the regular time.

Introducing new foods and new ways of preparation from time to time is a desirable plan. If this is not done, the habit of eating only a few foods will be formed, and we do not want this to happen. Children should be willing to try new foods and to learn to enjoy flavors and other qualities that are somewhat different.

The constant refusing of certain foods by a child may

develop into a harmful habit, since in this way important foods may be omitted. We should try to find the reason for a child's refusal and then remove the cause. The refusal may be due to the child's desire to imitate an older person; it may be due to the things about him; and it may be due to the way the child is feeling.

Knowing the food habits which children should form is not enough. We should help them eat as they should until good eating habits are formed. We should discourage any exceptions and encourage only those food habits which are good.

Things to do

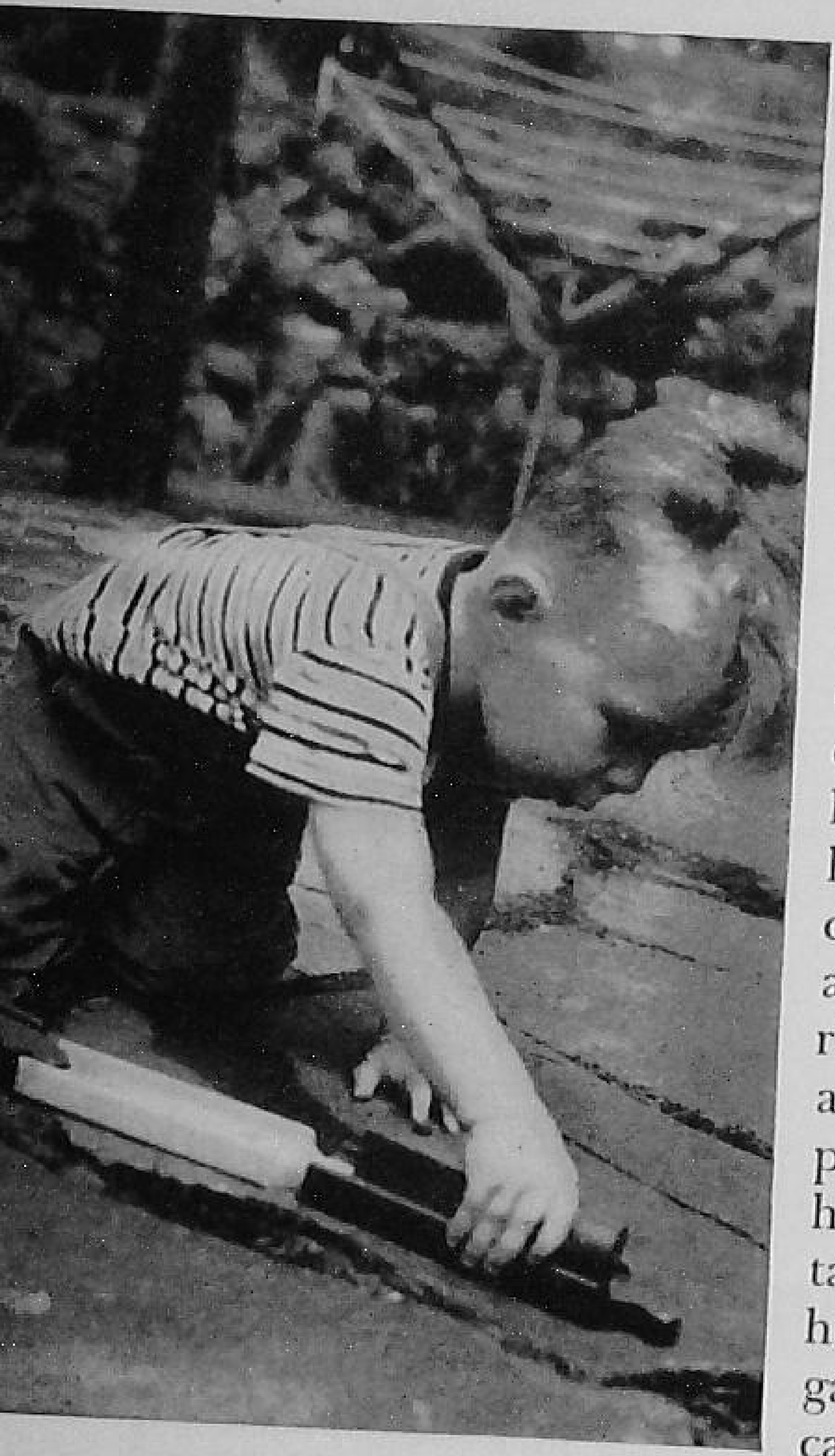
1 Observe a young child and see how much alike or unlike are his and his parent's food habits. What may be the reason for this?
2 Make a plan for helping a young child form a desirable food habit.
3 Talk with some mother and find out the method she used to help her children develop their food habits.

5 *How can we help children in their play?*

Play is essential to children. In addition to furnishing them fun, play helps them to grow physically, mentally, and socially. Children need help in their play so that it may do the most for them. If we are to give this help we must understand the part which play takes in lives of children and the right way to help them.

We should avoid bossing children in their play. When children are bossed they lose interest and come to depend upon others. Children should have the pleasure of planning and doing for themselves. If everything is all worked out for them, little is left for them to do.

We can take part in the games of children. This makes fun for both. In doing this, we should become members of the group and do the parts we are given. Nothing gives

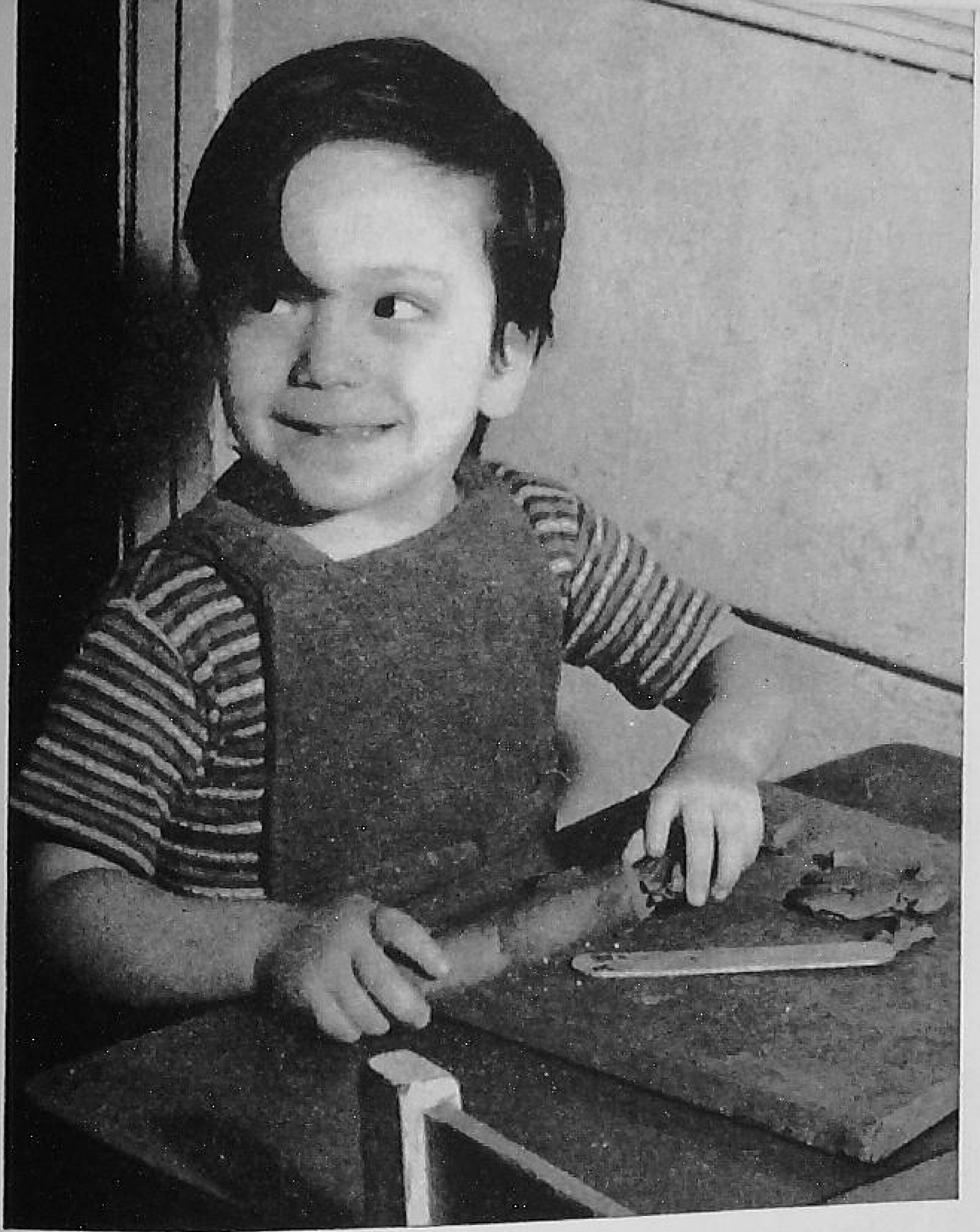


• With imagination, simple toys become puffing, snorting engines.

children more pleasure than for daddy or big sister to join in their fun.

We can help children learn new games and new ways of playing. This help is always well received by children. A game or way of playing is good to the extent that it helps the child develop physically, mentally, or socially. It is good to the extent that the child can have a part in the activity himself. Games that help children develop physically are finger games, stick horse, ring-a-round-the-rosie, hide-and-seek, relays, races, and prisoner's base. Games that help children develop mentally are animal sounds; hunt-the-thimble; guessing games, such as hot or cold; card games, such as authors; lotto; pit; parchesi; pollyanna; and who's who. Games that help children develop socially are those in which several take part. Relays, card games of many types, baseball, soccer, clap in and clap out, and farmer in the dell are good for social development.

We can help by obtaining new and different play materials for children. This is something they cannot do for themselves. Play materials should be such that they encourage some type of activity on the part of the child. If the playthings require an older person to operate, they are not good. If they are complete in themselves, or if they



COURTESY OFFICE OF WAR INFORMATION

• Children enjoy new and different play materials, especially those that encourage activity and allow a free play of the imagination.

merely repeat performance and do not encourage progress, they are not desirable. If they are too difficult for the child to operate, or if they have sharp edges or small parts that are easily pulled off, they are poor playthings.

Children should be encouraged to play by themselves. This ability should be developed as early as possible, as it is an important one for both children and grown-ups. Grown people who cannot entertain themselves are in a difficult situation. Children must also learn how to play with others. The child who lives in a group of people much

older than himself especially needs help in this, and it should not be left for him to learn when he starts to school.

We can encourage children to be good sports. It is most important that children learn early to accept success and failure in the right spirit. Children must be made to realize very soon that they cannot always have their own way. They should know how to give in to others and how to be good sports about it. Sometimes the family, eager to have only the best things for its members, prevents them from being good sports by emphasizing the rewards of success instead of the satisfactions from playing the game.

Whatever we do to help children in their play, we should not do so much for them that they become onlookers only. We should not interfere with them. As long as they are engaged in profitable play, as little help as possible should be given them. Even that little is better given when requested by the children themselves. The important thing is to provide a good place to play, interesting playthings, and protection from harm or injury.

Things to do

1 Make a list of the games you would recommend for a two-year-old; for a three-year-old; and for a four-year-old.
2 Recommend playthings for a baby; for a two-year-old; and for a three- or four-year-old.
3 Give some examples of ways of encouraging good sportsmanship in children.

6 *How can we help to keep children clean?*

We want children to be clean, but only comfortably so. Keeping the house clean is a great aid in keeping children clean. A clean house helps to prevent children from becoming dirty. It is almost impossible for children to be clean in a dirty house.

The playthings of children should be kept clean. This is important for both health and appearance. Playthings

which are easily washed or cleaned are the most desirable. The cleaning should be done just as often as is needed.

Objects which will make the child especially dirty and which are of no particular value to him should be kept out of reach. Cleaning brushes, sooty pans, and dustcloths are examples of such articles. Shoe-polish equipment and even garbage cans have been known to interest small children and make them very dirty.

Providing a reasonably clean place for children to play, both indoors and out of doors, is helpful. Sometimes people who keep a very clean house pay little attention to the conditions of the place where the children play. Harm to health may result if the place of play is not a clean one.

Good habits of cleanliness in the family are most helpful in keeping children clean. So much is learned through imitation and example that we cannot emphasize too much the influence of the habits of the other family members. If good habits of cleanliness are a part of the family life, everyone comes to adopt them as a matter of course and to do as the other members do.

We can help children to have a desire to be clean. We can also help them to establish regular habits of washing and bathing. Children must learn to wash, bathe, and dress themselves. At first this is done for them. After a while the responsibilities are gradually turned over to them until, as schoolboys and schoolgirls, they are able to do much of this for themselves. We can help in this training. Washing, bathing, and dressing should be done for children only as long as it is absolutely necessary.

Certain methods will be found desirable in washing, bathing, and dressing children.

Washing the Hands

1. Fill the lavatory, washbowl, or pan about three-fourths full of warm water.
2. Use a soft washcloth and towel and toilet soap.
3. Have the child put his hands in the water and wash

off the loose dirt by rubbing his hands together in the water.

4. Wring the washcloth from the water and rub it over the soap several times.

5. Wash the child's hands with this as many times as are needed to remove all the dirt and soil.

6. When the hands are clean, rinse in clear water, either cold or warm.

7. Dry the hands thoroughly and gently with the towel.

Washing the Face

1. Prepare the water as for washing the hands.
2. Use a soft washcloth and towel and toilet soap.
3. Wring the washcloth from the water and wash the face gently with the cloth, removing all the dirt and soil. If necessary, rub the wet cloth over the soap several times and wash the face with the soaped washcloth. In either case, wash well around the hair line. Wash the ears and neck, too, if needed. Take care that no soap gets into the eyes.
4. Rinse by holding the face over the bowl and using the hand to throw water over the face. Rinse the neck and ears with the washcloth which is dipped in clear water.
5. Dry thoroughly and gently with a towel.

Bathing

1. Turn warm water into the tub to a depth of six, eight, or ten inches, as desired. Test the water with the hand to see that it is not too hot.
2. Use a soft washcloth and towel and toilet soap.
3. Have child sit in the tub.
4. Wash the face, neck, ears, and hands as directed above.
5. Wash the legs and feet with the soaped washcloth, giving attention to any especially dirty places, such as the knees. It may be necessary to rinse the cloth in the lavatory and resoap it once or twice.

6. Wash the rest of the body, using the washcloth lightly soaped.

7. Rinse the soap from the body, using the water in the tub.

8. If desired, the hair may be washed at this time. The hair is washed with the soaped washcloth or by applying the soap directly to the wet hair and rubbing well with the hands. The hair is well rinsed with water from the tub and then further rinsed with clear, cool water poured from a pan or pitcher.

9. When the bath is over, help the child from the tub to a mat and dry him thoroughly with a towel. The hair requires a longer time for drying.

10. If preferred, the washing of the child's hair may be done at the lavatory before or after the bath. The procedure followed is practically the same as given above.

Changing Clothes

1. Remove all soiled clothing. If a complete change is to be made, remove the shoes and stockings.

2. Wash the face, hands, and any other parts of the body which are dirty.

3. Unbutton or unfasten all placket openings. If the garment is a slip-over style have the child put the arms up, and slip the dress or shirt over the head with the arms going into the sleeves. If the garment is coat style, have child hold out the arms and put on the dress or shirt as a coat.

4. Put on the trousers, bloomers or panties, holding the right side to the front.

5. Fasten all openings; fasten the trousers to the shirt.

6. Put on the hose and shoes.

7. Brush and comb the hair.

In all these operations the child should be encouraged and helped every time to do as much as he can, until finally he reaches the place where he can do it all for himself.

Things to do

1 Give reasons for keeping children clean.
2 Make a plan for helping a young child form some habit in keeping himself clean.
3 List a number of easily cleaned playthings.

7 *How shall we read and tell stories to children?*

All children enjoy stories; whether these are read or told makes little difference, just so they have a story. This desire appears early. At first the stories must be simple, scarcely more than a three- or four-line nursery rhyme. Gradually the child develops, until before long he wants an incident or event of some kind.

Some people are good at storytelling; others are poor. When a person can tell stories well, she should by all means tell them. If she cannot do so, it is better to read them. When stories are read, they should be read well. Practice in reading aloud may be necessary to make us successful readers. The ability to tell and read stories can be developed, and a poor storyteller or reader can become a good one if she tries hard enough.

We often think of reading and telling stories as being primarily a means of entertaining children. It also is an important means of educating them. A number of years must pass before the child is able to read for himself. During this time he needs to be introduced in some way to literature and history. This can only be done through the help of older people. The child who is early interested in stories usually becomes a reader himself later on.

Some families have a regular storytime set aside in the day. Often this hour is in the evening, and it serves as a "calming down" time before bedtime. As soon as a child is old enough, he shares with the other family members in this hour. Very young children can share in this good time.

Suitable stories should always be selected. The suitability, of course, depends upon the age of the children.

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• Delight in books will be the heritage of the child who is introduced to them at an early age.

Nursery rhymes please the very young. As children become older the fables interest them. Animals and toys that are pictured as people who live and do the things that children do are fascinating to them. Fairy stories are all right if the child is old enough to understand what is real in the story and what is not. Flights of imagination are good for children as long as they do not try to turn them into reality.

When reading a story we should try to make it sound as much like *telling* the story as possible. We should put ourselves into the reading and make the story seem real to the listener. When reading to a group of children, we may sit

• Storytelling is exciting business for all concerned.

in a circle with them. When reading to one or two, we may sit with the children so that they can look at the book as it is being read. This is an especially good plan if there are pictures in the book. Children sometimes like to help in turning the pages, and may even want to stop and look at the pictures. The reading should be slow enough so that the children can understand what is being said. Expression should be given to the reading. If possible, a change of voice should be made for the different characters in the story. If a surprise of any kind is coming at the end, interest should be built up for it. Sometimes children wish to talk about a story after it has been read. Opportunity should be given for this. We should be patient if they wish the story reread immediately —this shows that they like the story.

Telling stories requires more skill than does reading them. Fewer people can tell stories well than can read them well. In telling a story we must trust to our memory and ingenuity. These must be good, because children insist that the story be repeated exactly the same each time. Even slight changes in the words of *Red Riding Hood* or another favorite story bring protest from children. The storyteller usually sits in the group of children with everyone in a comfortable position. She plans her story in interesting steps so that she can hold the attention of all until the end. She tells the story as if she were interested in it and

wants everyone else to be. She tells it slowly enough for those listening to understand, but not so slowly that they lose interest. She avoids making the story too long, for she wants to keep their interest to the end. She does her best to make the story real. When she comes to the end, if the children want to ask questions or talk about the story, time should be given for this.

The books in the following lists have been found to be successful choices for the storytime:

Books for Children from Two to Three and One-half Years

About Bunnies by G. Muter
Davy's Day by Lois Lenski
The Here and Now Story Book by Lucy S. Mitchell
The Little Family by Lois Lenski
Millions of Cats by Wanda Gag
Nura's Children Go Visiting by Nura
Small Rain by Jessie Orton Jones
The Tall Book of Mother Goose
The Tale of the Wee Little Old Woman by Elsa Beskow
The Three Little Kittens—a Little Golden Book

Books for Children from Three and One-half to Five Years

All Aboard, We Are Off! by Nura
Angus and the Cat by Marjorie Flack
Chummy Corner Stories by Hutchinson
The Farmer in the Dell by Elmer and Berta Hader
The Little Engine That Could by Mabel Bragg
The Little House by Virginia Lee Burton
Round the World by Esther Brann
The Tall Book of Nursery Tales
Wynken Blynken and Nod by Eugene Field
Peter Rabbit by Potter

There are hundreds of other books which children find enjoyable. Information about them can be obtained at your library.

Things to do

1 Bring to class a story that you consider good for a child of a certain age.
2 The class may read the story and judge your choice.
3 Tell or read your story to the class and have them judge your ability.
4 Examine a number of storybooks. Decide whether they are good or poor, and for whom they would be suitable. Give reasons for your decisions.

8 *What shall we do when we stay with children?*

Most of us at one time or another have the responsibility of staying with children. If there are younger brothers and sisters in the family, we may be called upon to do it frequently. Sometimes we find it necessary to help out a friend or neighbor by staying with the children for a while. Schoolgirls often stay with children in order to earn money. Whatever may be our reason for having this responsibility, we wish to do the job as well as we can.

When staying with children we should try our best to carry out the desires of the parents in regard to the children. We should listen carefully to the instructions given us and write down any that we think we might forget. There will be many times when we must use our own judgment, but we should make our decisions in relation to what we think the parents would wish done.

We should tend strictly to the business of caring for the children. It is for this purpose that our services have been asked. We should not invite personal guests to be with us unless we have been specially requested to do so. If any of our friends call, it would be better to explain what we are doing and excuse ourselves. Visiting over the telephone with friends should not be done either; nor is going off in a corner or room to read or write letters a desirable thing to do.

We should conduct ourselves in such a manner that peo-

ple respect us and trust us. We should also act so that they have confidence in our honesty and ability. We should betray no family secrets or happenings; neither should we attempt to pry into the family's private affairs. We should leave household and personal things strictly alone, using only those needed in the care of the children. Any article that we use should be put back in its place just as soon as we are through with it.

We should do our best to keep the children happy and contented. If they are disturbed by the parents' absence, we should try to divert their minds from the situation and get them to forget that their parents are away. A pleasant time with the children will make both them and their parents our friends.

It is very important that we help the children in following their regular schedule. The mother usually gives us the schedule and if she does not, we should ask for it. The schedule should include the time for food, play, rest, and sleep, according to the length of time that we are caring for them. Parents appreciate greatly our ability to follow the children's regular schedule.

We should remember that punishment is not to be given by us. This is the parents' responsibility, not ours. So many difficult situations are likely to arise if we do the punishing that we cannot afford to take such a risk. If the child cannot be managed and directed into doing the right thing, we should not attempt to stay with him.

We should treat children well when staying with them. We should not threaten, frighten, or hurt them in any way. We should do our best to make them like us and want us to stay with them again.

To be successful in staying with children we should enjoy doing it. In addition, we should be a happy individual with a good disposition. We should know the right things to do and should do them in a satisfactory manner. A good recommendation for any of us is that children like us.

Things to do

1 Plan what you might say to a friend who wished to call on you while you were staying with a young child. Explain why it would be better if she did not call on you at this time.

2 List some ways by which you can keep children happy and contented when staying with them.

3 Write a paragraph giving the reasons why children should be left sometimes in the care of others than their parents.

4 Plan a "toy pack"—to be carried in a paper shopping bag—that would not cost more than one dollar. Explain the reason for each toy's selection.

9 *How can we help to prevent accidents to children?*

A large portion of all accidents, whether in the home or elsewhere, happen to children. The older members of the family are all responsible for the reduction of these accidents and for the provision of safer conditions for children.

The home should be made as safe as possible for children. Everything should be done to prevent accidents. All the safety measures that were discussed on pages 328–331 apply here. A home that does not prevent accidents to grownups is certainly not a safe home for children.

Fire is one of the most common causes of accidents to children. Many homes are not properly protected from fire. Children love to play with matches. Often these are kept where children can easily get them. Matches should be kept in metal cans or boxes and should always be well out of the reach of children. Children should be taught early the dangers in lighting matches. Fireplaces should be protected with fire screens. Children should never be permitted to play near a fireplace that is not protected. Children should learn that they should not throw paper and other trash in the fireplace or even the stove.

Toddlers too young to understand should not be permitted to be in a room alone with a gas stove, lest they turn on the gas. As soon as possible, they should be taught not

to touch the parts that turn on the gas. Some of the newer gas stoves have switch buttons for turning the gas on and off, which make the stoves much safer.

The handles of utensils in which food is cooking should be turned so that children cannot pull them off the stove. Many serious burns have resulted from children upsetting hot food on themselves. Another bad practice is leaving tubs or large pans of hot water where children might fall into them.

Keys should be kept out of the door locks. Children frequently lock themselves in rooms and become badly frightened. Especially dangerous in this case is the bathroom, where water can be turned on and a child can easily slip or fall into the full tub.

Electric cords which lie on the floor are dangerous. The child may trip himself and have a bad fall, or he may cut or break the cord in two. He may receive a bad shock, or a short-circuit fire may result.

Only toys which are safe should be given to children. Toys with sharp edges, those painted with soluble paint, those with buttons, pins, trimmings, or small parts that can be pulled off and swallowed should never be used. Sometimes children like to play with knives, forks, scissors, pencils, and sharp-pointed sticks. This should never be allowed.

Highly polished floors with rugs that slip and slide are as bad for children as for older people. Some method of holding the rugs fast should be used. Toys and other articles should not be left on the stairs or in the middle of the floor. Children should be taught very early to put away their toys, and older members should put their own things away, too.

All poisons and medicines should be well labeled and kept far out of the reach of children.

In the yard where children play, boxes and boards containing nails sticking out should not be left lying around. Tools with sharp edges, such as hoes, rakes, and spades,

should be put away as soon as they are no longer being used. Tricycles and bicycles should be kept in their places and not left on the walks or in the pathways. Children should play in their yard and not in the streets. They should be taught how and when to cross the street.

Things to do

1 Inspect your home and list the things that might cause accidents to young children.
2 Decide in each case how to remove the possible cause.
3 List guides you would suggest to parents to help children to avoid accidents and still not become cowards or "fraidy cats."
4 Talk with a mother and find out how she trained her child to leave matches alone; not to leave his playthings in the middle of the floor; not to play in the street; and not to turn on the gas. Do you consider her method a good one or poor one? Why?

Things to do at home

1 Care for a young child in your own family.
2 Care for a young child for a friend.
3 Assist at a children's party.
4 Assist a group of children in their play.
5 Read and tell stories to children.
6 Teach a group of children a new game.
7 Select a group of toys and games that might provide for the play of a four-year-old child for a period of two hours.
8 Obtain a large paper marketing bag. Make a "toy pack" to take with you when you stay with children.

Books to read

Learning to Care for Children by Dorothy E. Bradbury and Edna P. Amidon. D. Appleton-Century Company, New York, 1943.

Children and You by Eva Knox Evans. G. P. Putnam's Sons, New York, 1943.

Care and Guidance of Children by Helen C. Goodspeed and Emma Johnson. J. B. Lippincott Company, Chicago, 1938.

How to Play with Your Child by Ruth Zechlin. M. Barrows and Company, New York, 1937.

20 *Planning and making a school dress*

Planning and making a school dress can be fun. The lovely, colored prints displayed in the shops give a wide assortment of materials in color and design from which to choose our cloth.

There are prints gay with pictures of the barnyard, or cocks strutting and announcing the sunrise with "cock-a-doodle-do." There are others that show scenes from vacation lands, or suggest the romance of life in the South Seas, or the glory that belonged to kings centuries ago. Still others show modern designs, reflecting industrial practices or, in wartime, military patterns. These may seem amusing and may appeal to us because they are "different." Perhaps we may find them too different to be satisfactory. There are striking checks and plaids that seem to promise a smart as well as a "highly visible" dress.

The many bright or dark colors and the charming pastel ones may make a choice difficult. The fashion books are filled with many styles and patterns suitable for wash dresses.

The simplicity of line is kept, and yet the style is made by some detail, often of neckline, of collar and cuff, or of pockets or plackets.

As we study these, we should find one that is becoming to us and yet is not too difficult for us to make in the time we plan to spend sewing.

1 *What pattern shall we choose for a school dress?*

In the wise choice of a pattern for our dress, a study of ourselves is important. Only as we understand the shape of our bodies can we plan or select good dress styles for them. If we are tall—too tall, perhaps we think—we will not want to choose a pattern that emphasizes our tallness, nor do we want one that denies it. If we are short and round, perhaps tubby, we will not want to emphasize our roundness. Our choice of a pattern should be one that will be becoming to us. Nor will we be fooled into accepting one by the familiar words "This is the newest pattern shown," or "Everyone is wearing this style this season. It is really awfully good."

The style of a school dress should be simple, so that the dress will be easily cared for and suitable for the activities of school. Some new problems in construction, such as sewing the waist and skirt together, setting in sleeves, and perhaps making pleats in the skirt, may be presented. The dress with the waist and skirt sewed together at the waistline is always good for schoolwear. Fullness, pleats, and darts may be used in the skirt and waist to adapt a style to our particular requirements. Set-in sleeves are commonly used in school dresses because they are comfortable and make the dress wear longer.

The trimmings used on the school dress may be contrasting materials, buttons, decorative fastenings, or braid. The type of trimming chosen will no doubt be governed by the pattern selected for the dress.

We may select the style from pictures in a paper or magazine, or we may draw it ourselves. It is not wise to choose a style that is too difficult for us to make. The pattern we buy to use as our guide in cutting out the dress should be as nearly like the style selected as possible. The pattern should be purchased in the correct size, and altered to fit us and to follow the lines of the style we have chosen for our dress.

• "Duty" clothes may also be "beauty" clothes if we choose wisely.

Things to do

1 Measure your height and shoulder width. Draw to scale a rectangle with these measurements, to help you judge your figure.
2 Select two pictures of dresses which you think you can wear.

2 *How shall we choose and buy the material for a school dress?*

The dress we wear to school should be made from material that is durable, of fast color, easily laundered, and not too difficult to work with. We learned in making our other garments that material which was free from starch and not sleazy but closely woven and firm was a wise choice for a dress expected to give good service. We should know how much we can spend for our materials and for the other necessities needed for construction. At the present time, satisfactory cotton materials may be purchased for as low as thirty cents per yard, and as high as one dollar may be paid for other cotton materials.

We will want to select a material suitable for the dress pattern chosen. The color selected should be one that is becoming to us, one that fits into our wardrobe, and one that we will not tire of easily. The design, too, should be pleasing, evenly distributed over the cloth, and not too striking. Suitable materials for a school dress are percale, various prints, gingham, seersucker, and cotton challis. Percale and gingham will give good service and are perhaps best suited for our purpose. Next, we must decide how much material to buy. To determine this, we must figure twice the length of the waist front, plus twice the length of the skirt back, plus the length of the sleeve. If the design is one that should be matched, some material should be allowed for matching. If the sleeve has much fullness at the top, and the pattern for it measures wider than one-half the width of the material, it will be necessary to have twice the length of the sleeve. If the material is not preshrunk add two inches for each yard needed, and then shrink the mate-

rial before making the dress. The extra pieces, such as collar, belt, and cuffs, can be cut from surplus material coming from the sides of the skirt and waist lengths.

The purchase of an adequate length of material enables one to avoid piecing, which is difficult to do and not always satisfactory. Where expensive material is used, one often finds it economical to piece. The purchase of excess material is wasteful. The money spent for a half-yard length that is not used brings no returns.

Things to do

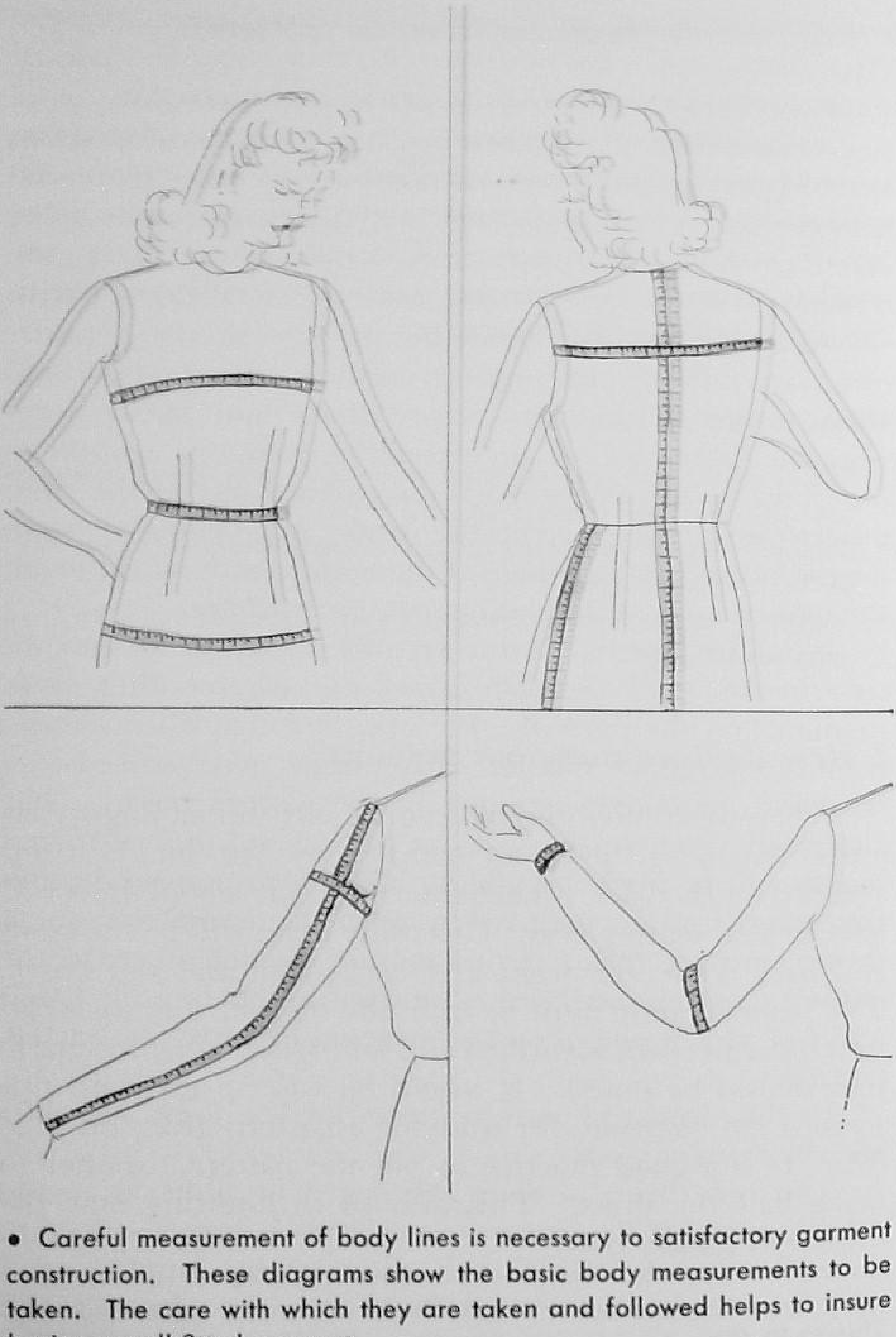
1 Check with your pattern and determine how much material you will need for your dress.
2 Examine several samples of material and decide which one will be best for your dress.
3 Figure how much your dress will cost, including material, pattern, and thread.

3 *How shall we study our patterns?*

When we studied the pattern for our slip or jumper we found that it had just four main pieces, two for the front and two for the back. The pattern for our school dress will have several main pieces. Generally these will be the front and back waist, the front and back skirt, and the sleeve. The pattern guide must be carefully studied, and each pattern piece needed, identified and laid aside. Pattern markings should be noted. It would be wise to use with this pattern the questions for studying a pattern given on page 340. It is a good practice to pin the pattern together to make half the dress. This aids us in knowing how the dress will go together.

Things to do

1 Examine the pattern and decide what pieces you will use.
2 Pin the pattern pieces together according to the markings.



• Careful measurement of body lines is necessary to satisfactory garment construction. These diagrams show the basic body measurements to be taken. The care with which they are taken and followed helps to insure having a well-fitted garment.

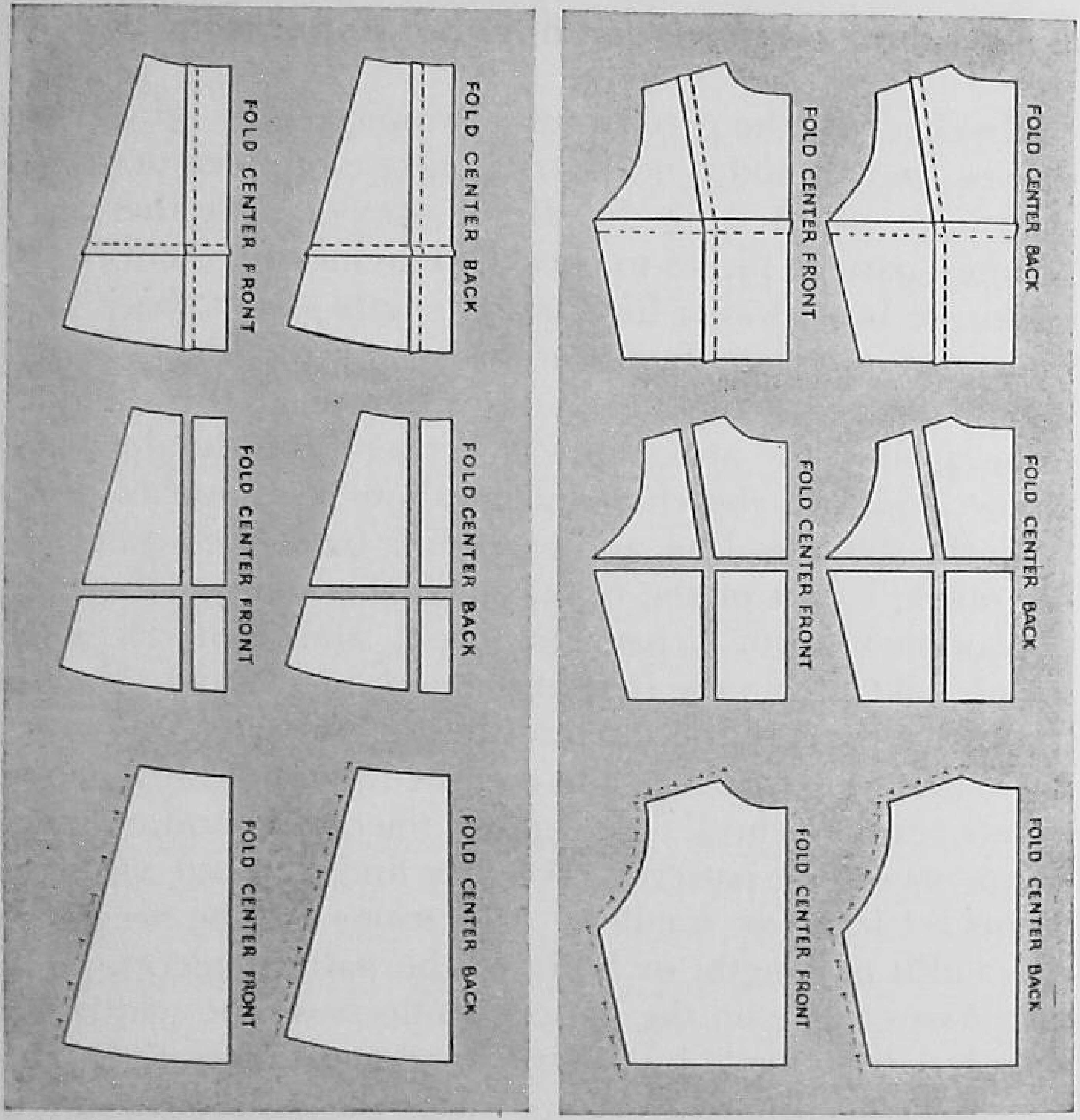
4 *How shall we check and alter our patterns?*

In checking the pattern for a two-piece dress with set-in sleeves, we will find it necessary to take more measurements than were required for the slip or jumper since there will be more pattern pieces to check. The measurements to be taken are bust; waist; hip; waist length—front, back, and underarm; skirt length—front, back, and side; sleeve length—both underarm and from the armscye at the shoulder seam; around the arm, midway between the shoulder and elbow; width of the chest, taken about four inches down from the shoulder line, and extending from one armscye to the other; width of the back, taken the same as the chest measurement, but across the back; and shoulder seam length, taken from the base of the neck in a straight line on the highest part of the shoulder to the armscye.

When we have taken and recorded these measurements, we are ready to check them against the corresponding measurements on the pattern. We may find that our measurements are larger or smaller. Alterations may be needed in the width or length, or both, of the pattern pieces. The alterations made on the pattern to decrease the width and length will be made by folding over, or to increase by cutting and spreading, the pattern pieces the desired amount as shown on page 592. If the amount needed to make the pattern larger is small, seam allowances may be added, and a row of pins is placed on the material to mark the line for cutting.

In this dress the pattern pieces for the waist and skirt are altered separately.

You may need to alter the sleeve in addition to the other pieces. If the sleeve is too narrow it may be added to on each side-seam line. If the sleeve is too large, a small amount may be taken from the sides, or a pleat may be folded in the length of the sleeve to remove the surplus. All alterations of the pattern should be carefully made and rechecked with one's own measurements.



• These diagrams show how patterns may be altered by folding out material to decrease size (top); by cutting and spreading to increase size (middle); and by adding to outside edges to increase size (bottom).

Things to do

1 Have your partner take your body measurements and record them.
2 Check the measurements of your pattern with your body measurements.
3 Alter the pattern to fit your body measurements.
4 Illustrate three ways in which patterns may be altered to fit individual measurements.

5 How shall we lay our patterns on the material?

In preparation for laying the pattern on the cloth, we should have the needed pattern pieces separated from others in the pattern envelope. The cloth should be free from wrinkles. It should be folded in the best way and laid flat and smooth upon the table.

Placing of the pattern on the material should be done carefully. The markings of the pattern should be placed on the lengthwise thread of the material, as on the fold or selvedge. To lay all the pattern on the material before cutting out any piece often helps us to avoid mistakes, and permits us to see if we will have enough material. It is usually wise to try more than one way of placing the pattern on the material, in order to decide upon the best and most economical arrangement. Most patterns show several ways of laying the pieces on the material. The "up and down" and "crosswise" in weave and design should be carefully noted and considered in laying the pattern. With the pattern pieces placed on the material, our next step is to pin them in place. Any alterations not actually made on the pattern, such as seam allowance or increase in length, should be indicated with pins on the material.

Things to do

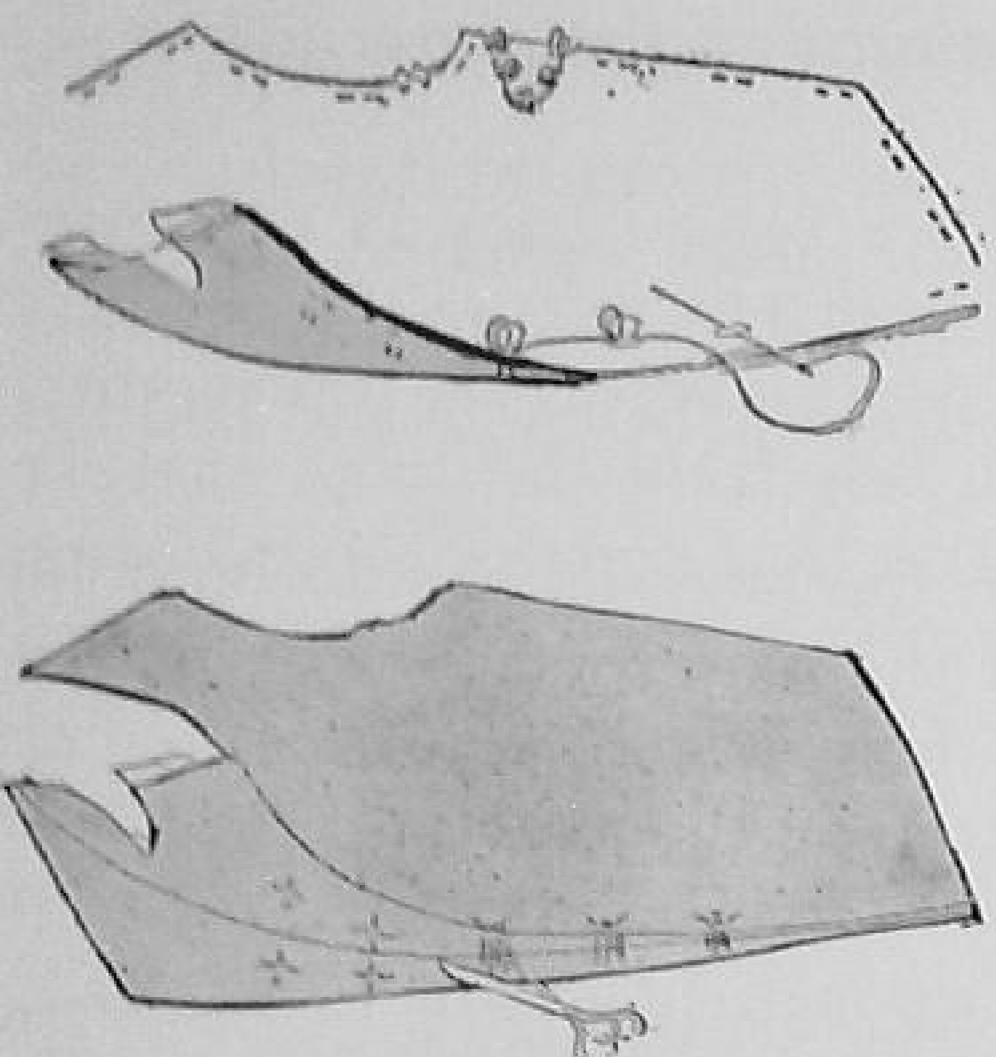
1 Practice different ways of placing the pattern on the material to determine which way will be the most economical.

2 Lay your pattern on the material and pin it in place.

6 How shall we cut out our dresses?

In the other units on making garments we learned the best way to use our scissors or shears, and the precautions to take in cutting. It is well to recall again these rules.

1. Cut on the edge of the pattern or alteration line.
2. Cut out notches away from the pattern.



• Tailor's tacks.

3. Keep the material flat on the table while cutting.

4. Use the entire blade of the scissors or shears when cutting a long straight or curved edge; use the points when cutting a short edge or turning a corner.

Our dresses will present some problems in cutting not found in the first garments. We may find it necessary to cut out certain pieces first, such as the front and back of the waist, and then to fold the material again and place the other pieces on and cut. The center front and center back of the skirt and waist should be marked with long basting threads. Darts, pleats, and tucks should be marked with tailor's tacks. Tailor's tacks are made by threading the needle with a thread twice as long as usual and knotting the two ends together so that the thread is double. We then take a small stitch through the marking, leaving a length of thread of about three inches where the needle went into the cloth. A second stitch should then be taken in the same place and a loop of three inches of thread left. If another tailor's tack is to be made a short distance from the first one, a long stitch may be taken and the second tailor's tack made in the same manner. If only one tailor's tack is needed, or if the next one is some distance away, the thread is cut about three inches from the material when the tack is completed.

Following the marking, the pins are removed, the pattern folded and put away. Each piece of the dress is then marked with its correct name. This may be done by writing the name, such as waist front, on a piece of paper and pinning it to this piece of the dress. Sometimes it may be ad-

visable to leave the pattern pinned to the pieces until these are basted together.

When all pattern pieces are placed back in the envelope, it may be put into the sewing box for later use. Where tailor tacks have been made, the two pieces are pulled apart only enough so that the threads from the loops may be clipped. Care should be taken that none of the markings are pulled out. It is better not to remove the pattern until you are ready to use the cut-out piece.

Things to do

1 Test your scissors and see if you can cut a straight edge eighteen or more inches.
2 Cut out your dress and make the necessary markings.
3 When removing the pattern pieces, label each cut-out piece of material with the name of the pattern piece.
4 Carefully fold, put each pattern piece in the envelope, and place the pattern in your sewing box.

7 *What procedures shall we follow in making our dresses?*

In making a dress there are definite processes to be completed before others are undertaken. This being true, it is wise to analyze our pattern and decide upon the best plan of procedure.

The following is a suggested plan of procedure:

1. Pin and baste in all darts, pleats, and tucks in the separate pieces of the dress.
2. Baste the waist together for the first fitting.
3. Fit and make necessary alterations.
4. Baste the skirt together for the first fitting.
5. Fit and make necessary alterations.
6. Stitch darts, pleats, and tucks, and finish the seams.
7. Baste the waist and skirt together.
8. Fit and make necessary alterations.

9. Stitch the waist and skirt together.
10. Make the placket.
11. Finish the neck.
12. Set in the sleeves.
13. Make the belt and pockets.
14. Sew on the fasteners.
15. Hem the garment.
16. Press the garment and score your work according to the score card suggested on page 622.

Not all of us will find all the steps listed in the suggested plan necessary in making our dress. Therefore, we should each make our own plan of work, listing in order the work we see to be done.

The dress should be given the proper care during the making. Folding the material carefully each time the work is put away is important. As soon as possible, the garment should be placed on a hanger. Clean hands and a clean place to work are necessary to keep a garment in good condition during construction.

Things to do

1 Set up a plan of work for making your dress.
2 Compare your plan with that of your partner.
3 Identify the pieces you have cut out with your pattern guide.

8 *How shall we baste the waist for the first fitting?*

To make the waist, all pleats, darts, and tucks in the waist pieces are basted in according to the markings on the pattern. The pieces of the waist are then placed with the right sides together and pinned on the line of seam allowance at the shoulder and underarm seams. One should be sure that the waistline of the front and back pieces of the waist come together exactly at the side seam. The seams are then pinned and basted three-fourths inch from the edge. The basting is done with stitches from one-eighth

to one-fourth inch long. Pins may now be removed and the waist turned to the right side. To aid in keeping the neck from being stretched, it is a wise plan to put a basting thread around the neckline, about one-fourth inch from the edge.

Things to do

1 Baste into place all pleats, darts, and tucks.
2 Baste the pieces of the waist together.
3 Put a basting thread around the neckline.

9 *How shall we fit the waist?*

We learned when we made the slip or jumper how to fit the shoulder and underarm seams. Our waists will require these and additional fittings, since there are more pieces. Also we will want our dresses to fit more closely to the lines of the body than our slips or jumpers did.

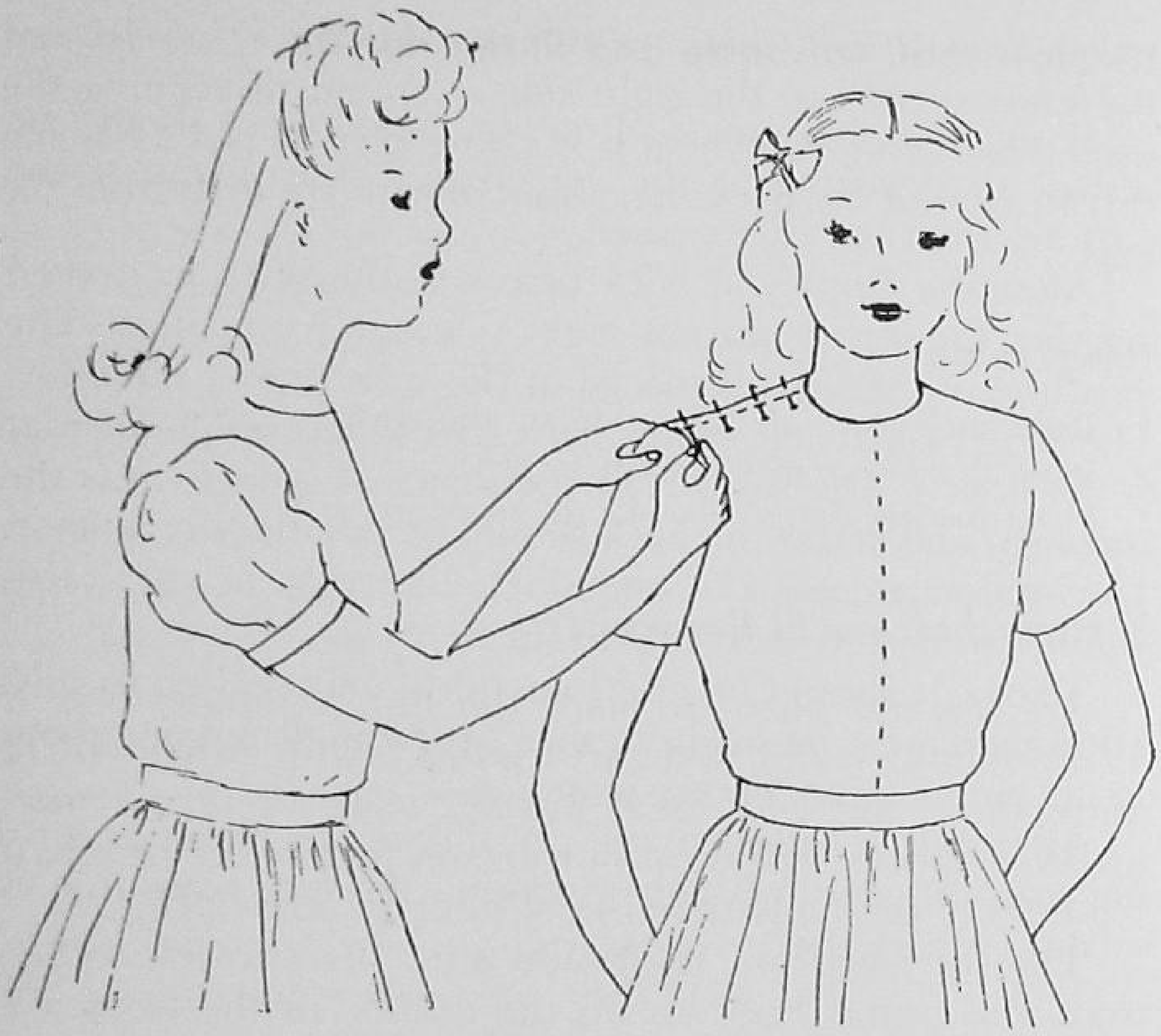
Put the waist on, right side out. Be sure the center front and center back are in the middle of the front and back, and perpendicular to the floor. The shoulder seam should be a straight line from the highest part of the shoulder, bisecting the arm at the shoulder.

The underarm seam of the waist should fall in a straight line from the armpit to the floor.

The threads of the material going across the bust should be parallel to the floor.

In fitting the neck of the waist, it is always well to have the back high. The correct neckline may be found by draping a string around the neck at the place where the string seems to rest easily. Do not draw it too tight. A pin line may be placed here and the neck trimmed to within three-eighths inch of the seam allowance.

The front of the waist usually has some fullness to be eased in when joining it to the skirt. It is well for this fullness to come just below the points of the bust. The fullness may be adjusted by gathers or by darts.



• Fitting is a cooperative task and should be carefully and well done.

When the alterations are pinned in place, the waist is removed, alterations are basted in, and the waist is again fitted. After taking off the waist, put a row of pins on each side of the altered seam on the wrong side of the waist. Remove the row of pins that we first placed in as we fit the garment, and baste in a new seam holding the two rows of pins together.

Things to do

1. Put the waist on and pin it as you will wear it.
2. Fit the seams of the garment.
3. Baste the alterations.
4. Decide upon the shape of neckline you desire and mark it according to directions.

10 *How shall we baste and fit the skirt?*

If the skirt has darts, pleats, or tucks, these should be basted in according to the markings. The pieces of the skirt are then basted together.

After the front and back pieces of the skirt are basted together the skirt is put on, right side out, for fitting. The waistline of the skirt is placed at the waistline of the body. The center front and center back should fall perpendicular to the floor. The threads of the material going across the abdomen and across the back should be parallel to the floor. The underarm seam of the skirt, like that of the waist, should fall in a straight line to the floor.

The skirt should be fitted smoothly, but not too closely. Allowance must be made so that sitting and moving about do not throw strain on the seams.

After fitting the skirt and pinning in the alterations we will use the same method in making the new seam line as we did in the waist.

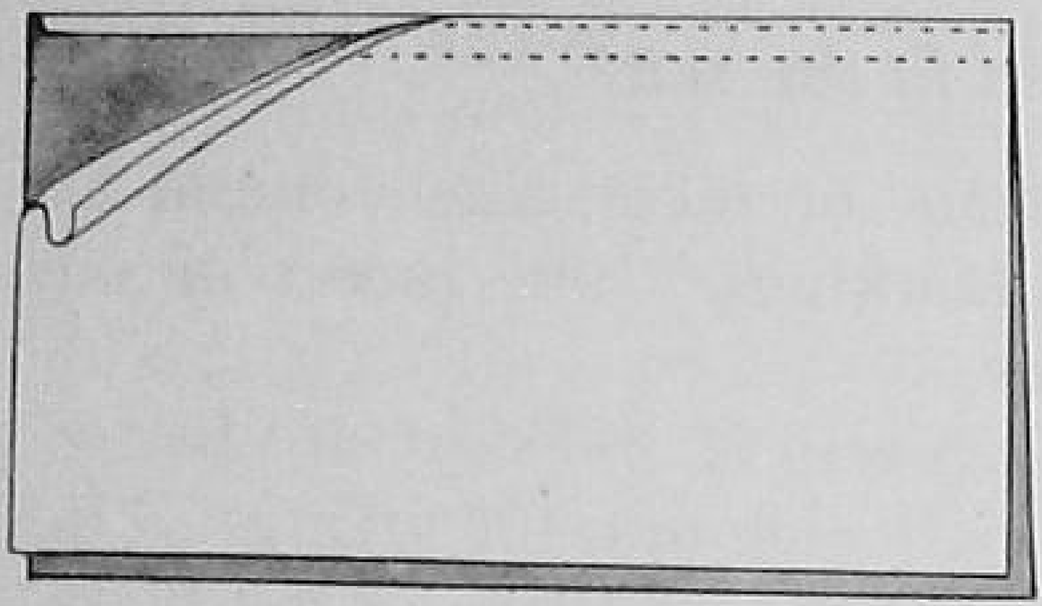
Things to do

1 Baste in all darts, pleats, and tucks.
2 Baste skirt pieces together.
3 Put the skirt on and pin it as you will wear it.
4 Have your partner fit the side seams and the waistline.

11 *How shall we make the seams of our dress?*

In the other garments we made plain seams, and in the slip we stitched them twice. This was simple to do and made satisfactory seams. However in this garment we want a seam that does not have raw edges, so we will make the false French seam. The steps in making this seam are as follows:

1. Stitch close to the basted line.
2. Trim so that the seam is at least ½ inch wide.



• A good seam to use if a finished edge is required.

3. Turn the edges of the seam in toward each other $\frac{1}{4}$ inch, and baste into place.

4. Press and stitch on the machine close to the edge of the fold.

5. Remove the bastings and press the seam.

Stop the stitching of the left side seam of the waist three inches from the waistline. A similar opening is made three inches from the top of the left side seam of the skirt. When the waist and skirt are joined, this opening of six inches will provide for the placket.

Things to do

1 Practice making a false French seam.
2 Make the seams of your dress.

12 *How shall we baste and stitch the waist and skirt together?*

The waist and skirt are joined together in the following way:

1. With the right sides together, pin the center front of the waist to the center front of the skirt. Pin again at the notches on the waistline.
2. Adjust the fullness between pins and pin it into place.
3. Baste the pieces together with a $\frac{3}{8}$-inch seam and remove the pins.
4. Join the back of the waist and the skirt in same manner, pinning, adjusting, and basting.
5. Try on and make needed alterations.
6. Stitch along the line of basting.

If the measurements for our waist lengths have been carefully and correctly made, the basted seam line will be in the right place. If this has not been correctly done, some adjustment may need to be made when the dress is fitted. For this reason, the seam is not stitched until after the fitting.

Things to do

1 Check the waist and skirt to be sure all seams, darts, and pleats have been stitched.
2 Place the right sides and center front of the waist and skirt together. Pin into place.
3 Place the right sides and center back of the waist and skirt together. Pin into place.
4 Baste the waist and skirt together.
5 Try on and have your partner check your needed alterations.
6 Make any alterations needed.
7 Stitch the waist and skirt together.

13 *How shall we make the placket?*

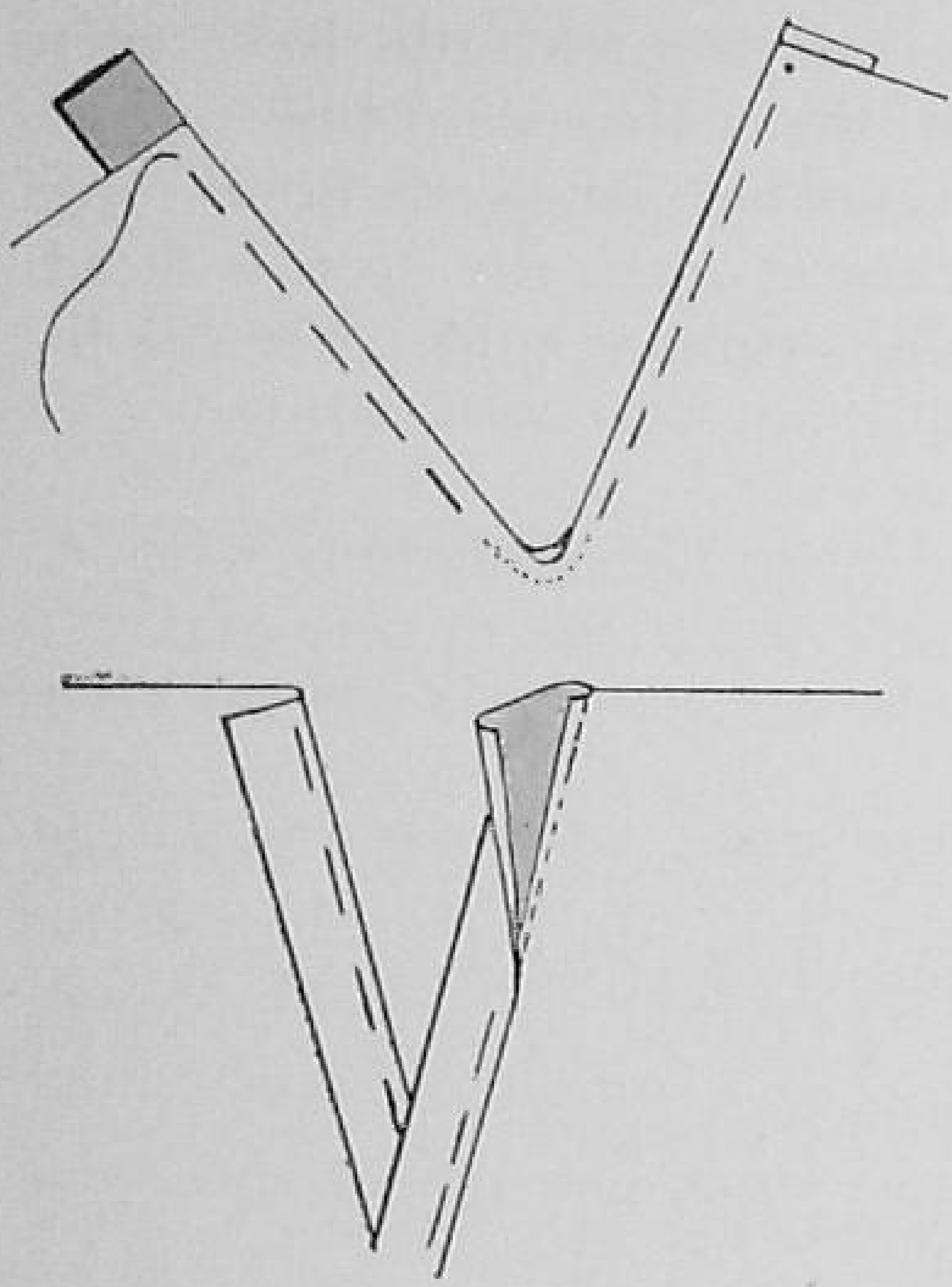
Plackets are necessary in many of our dresses to permit us to put them on or take them off. The placket is an opening which, when open, gives more room in putting the garment on or taking it off, and when closed will make the garment fit closely to the lines of the body. The well-made placket is of the proper length, not thick or heavy, and makes a flat finish when closed.

The continuous-bound placket is good to use on this dress. This placket is made in the following manner:

1. Measure the length of the placket opening.

2. Cut on the lengthwise thread a piece of material two inches wide, which is twice as long as the opening, plus one inch.

3. Place the right side of the strip to the right side of the placket and baste into place one-fourth inch from



• The continuous bound placket is simple and easy to make.

the edge of the placket.

4. Stitch close to the basted line and remove the bastings.

5. Press the placket.

6. Turn the edge of the strip under one-fourth inch and fold it over to the stitched line.

7. Baste on the line of stitching.

8. Fasten it down by hand stitching.

9. Remove the bastings.

10. Press the finished placket.

If the material is firm and of good quality, some may want to use a zipper in the placket. The zipper may be put in the placket in either of two ways. When the zipper is to show, the method is as follows:

1. Have the opening the exact length of the metal part of the zipper.

2. Slit material crosswise at the end the width of the seam allowance.

3. Turn under the edge of the opening and press.

4. Baste the zipper tape (with the metal at the end of opening) to the folded edge.

5. Stitch close to the basted line, with the seam as near the metal as possible.

When a zipper is placed in a seam, the zipper should continue in the line of the seam. When the zipper is to be hidden, the method is as follows:

1. Be sure that the seam is at least one-half inch wide, with opening one-fourth inch longer than the metal.

2. Press each side of the opening back, to appear as a regular seam.

3. Place the zipper on the wrong side and baste it in place so that the center of the zipper is a continuation of the seam and the folded edges just meet.

4. With the zipper closed, the machine stitching is made, as close to the metal as possible. Have the zipper open and begin stitching at the open end.

5. Stitch two or three inches, raise the presser foot with needle down, close the zipper, lower the presser foot, and continue the stitching around to within two inches of the beginning stitching, raise presser foot with needle down, open zipper, lower presser foot and complete the stitching.

In putting in a zipper, a cording foot should be used. This permits stitching close to the metal.

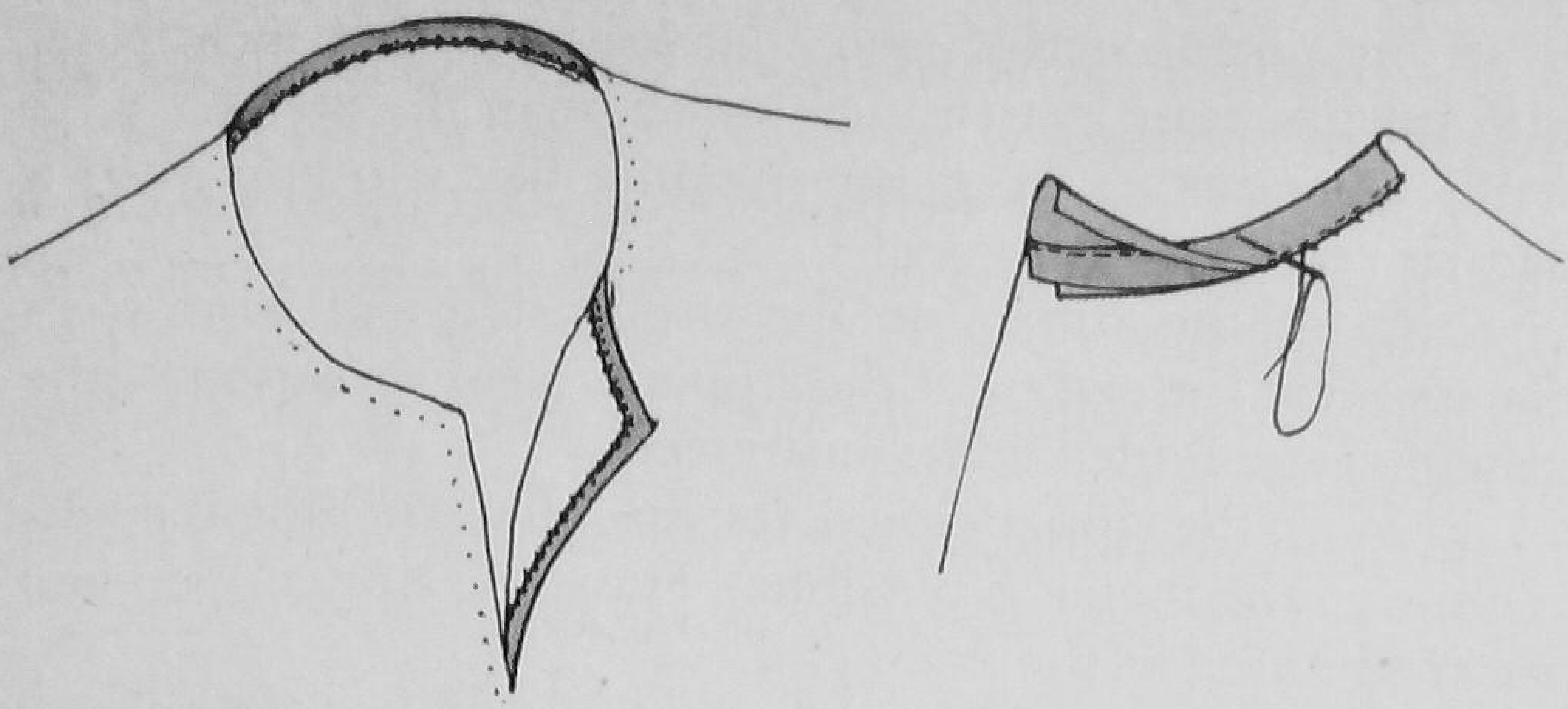
Things to do

1. Practice making a continuous-bound placket on a short opening closed at each end.
2. Make the placket in your dress.
3. Make a placket with a zipper.

14 *How shall we finish the neck opening of the dress?*

We may either bind or face the opening at the necks of our dresses. A binding is a narrow finish which shows the same amount on both the right and wrong sides. A facing is a narrow or wide finish that shows only on one side. For the binding we will use a bias strip one and one-half inches wide, or any desired width, cut twice as long as the neck opening plus one inch. The binding is done as follows:

1. With the right side of the binding held against the right side of the opening, pin the bias in place, beginning at the right upper end.



• A bias binding used on a neck opening shows the same amount on each side and may be used as a complete neck finish.

2. As you reach the lower end of the opening, ease the bias in slightly and place the pins close together.
3. Baste ¼ inch from the edge of the opening.
4. Remove the pins.
5. Stitch close to the basted line.
6. Remove the bastings.
7. Press or crease the bias over the wrong side ½ inch.
8. Turn the bias under ¼ inch and pin in place to the line of stitching.
9. Baste at the row of pins.
10. Remove the pins.
11. Stitch close to the edge of the turned-under edge.
12. Remove the bastings.
13. Press the binding.

Facing the neck opening will be done in the following way:

1. Cut a piece of cloth from the straight of the material, long enough to be stitched into the shoulder seam and one inch longer than the opening.
2. Place the center of the facing over the opening, with the right sides together.

3. Baste the facing to the neck edge $\frac{1}{8}$ inch from each side of the opening.

4. Stitch close to the basted line, slanting to a point at the end of the opening, and stitch in the same manner on the opposite side.

5. Cut the facing at the opening almost to the stitching at the point.

6. Remove the bastings.

7. Turn the facing to the wrong side.

8. Baste and press so that none of the facing shows on the right side.

9. The cut edge of the facing may be turned under once and stitched, or it may be overcast.

Things to do

1 Practice finishing an opening by each method.

2 Decide how to finish the opening of your dress.

3 Finish the opening of your dress.

15 *How shall we make the collar for the dress?*

Collars made of contrasting material are often used as a decoration or trimming on a dress. Collars may be of various shapes and sizes, may be double or single, and finished with braid, rickrack, bias binding or facing, or hemming. In making the collar the following procedures are suggested:

1. Check the collar pattern with neck of the dress and make any necessary alterations on the pattern.

2. Cut out the collar according to the markings on the pattern.

3. Fold and pin into place.

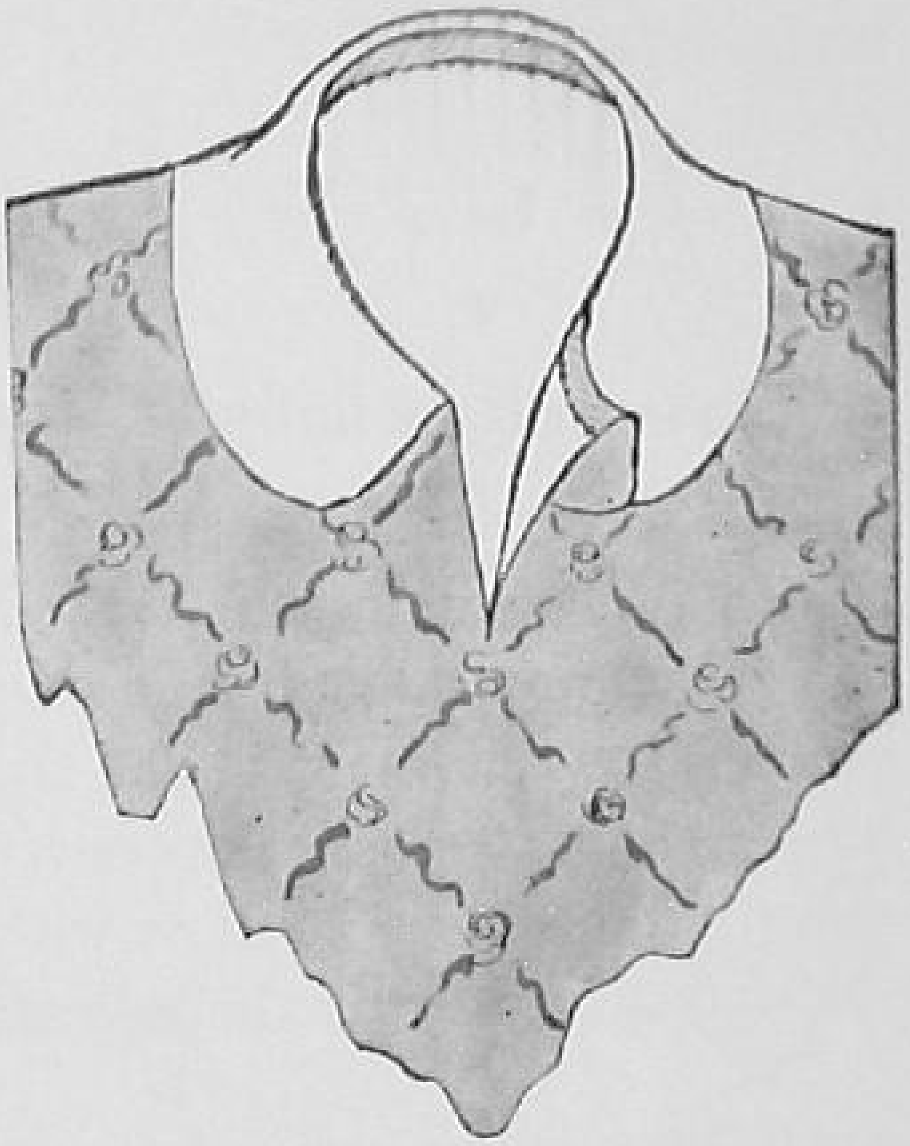
4. Baste the ends together with a $\frac{1}{4}$-inch seam and stitch close to the basted line.

5. Remove the bastings, turn, and press the collar.

• Collars offer a good means of adapting dresses to individual requirements. Study the shapes of collars for the faces pictured here.

Things to do

1 Check the collar pattern with the neck of your dress and make any alterations necessary.
2 Cut the collar out of the material.
3 Make the collar.



• Collars may be attached with a bias facing.

16 *How shall we attach the collar to the dress?*

The collar will be attached to the dress with a bias facing one inch wide and as long as the neck line of the dress plus one inch. The center back of the dress and the center back of the collar are held together and pinned on each side from this point to the front. The pins should be placed one inch apart. Baste the collar and dress together, allowing a ⅜-inch seam. With the collar basted in place, we will begin at the right side of the neck to apply the bias facing. The facing should be placed on top of the collar and basted with a ¼-inch seam, to be turned under ¼ inch at each end of the seam.

The facing and collar are stitched to the dress close to the basted line. The threads of the machine stitching are tied and all bastings removed.

Then the facing is turned over and down, and is pinned flat to the dress. It is basted close to the seam edge, and pins are removed. The edge of the facing is turned under ¼ inch, pinned to the dress, and basted. Pins are removed. A line of stitching is then made close to the second basted line. The threads of the machine stitching are tied, all bastings are removed, and the dress is pressed.

Things to do

1 Cut the bias strip needed for attaching the collar to your dress.
2 Attach the collar to your dress.

17 *How shall we finish the edges of the sleeves?*

The edges of the sleeve may be finished with a hem, a bias facing, or an attached cuff. Finishing the edge with a cuff is the most difficult and will be learned in the next two problems. The hem on the sleeve edge is made like any other hem, by turning the desired amount to the wrong side and stitching in by hand or with the machine. Facing the sleeve edge is done in the following way:

1. Start at the underarm seam, using a facing 1½ inches longer than the sleeve edge.
2. Place the right side of the facing to the right side of the sleeve.
3. Pin the facing in place around the sleeve edge.
4. Baste with small stitches with a ¼-inch seam.
5. Remove the pins.
6. Join the two ends of facing by means of pins, so that the facing lies flat on the sleeve.
7. Baste and stitch the seam of the joined ends, and crease it open.
8. Baste the facing carefully to the sleeve at this seam.
9. Stitch, holding the facing seam at the bottom of the sleeves very close to the basted line, and remove the bastings.
10. Turn the bias facing to the wrong side of the sleeve, creasing so that the seam makes the bottom edge of the sleeve.
11. Baste into place.
12. Turn under ¼ inch of facing and baste it in place.
13. Press the facing.
14. Stitch close to the edge of the facing.
15. Remove the bastings, tie all thread ends, and press.

In facing the two sleeves, we may either complete one sleeve and then do the other one, or we may take each step on both sleeves, thus finishing the two sleeves at about the same time.

Things to do

1 Examine your own dresses and notice how the sleeve edge is finished.

2 Decide how to finish the sleeve edges of your dress. If with hem or bias facing, finish the sleeve edges.

18 *How shall we make the cuffs for the sleeves?*

The cuffs of a dress serve as a finish for the bottom of the sleeve, and may be decorative. Cuffs may vary in shape and size, but should correspond to the collar, if a collar is used.

The pattern of the cuff should be checked with the bottom of the sleeve to make sure it is the correct size. If alterations are necessary, they should be made in the same manner as alterations on the collar. In cutting out the cuffs, the material is folded right sides together and the pattern placed according to the markings. Two exact pieces are cut for each cuff.

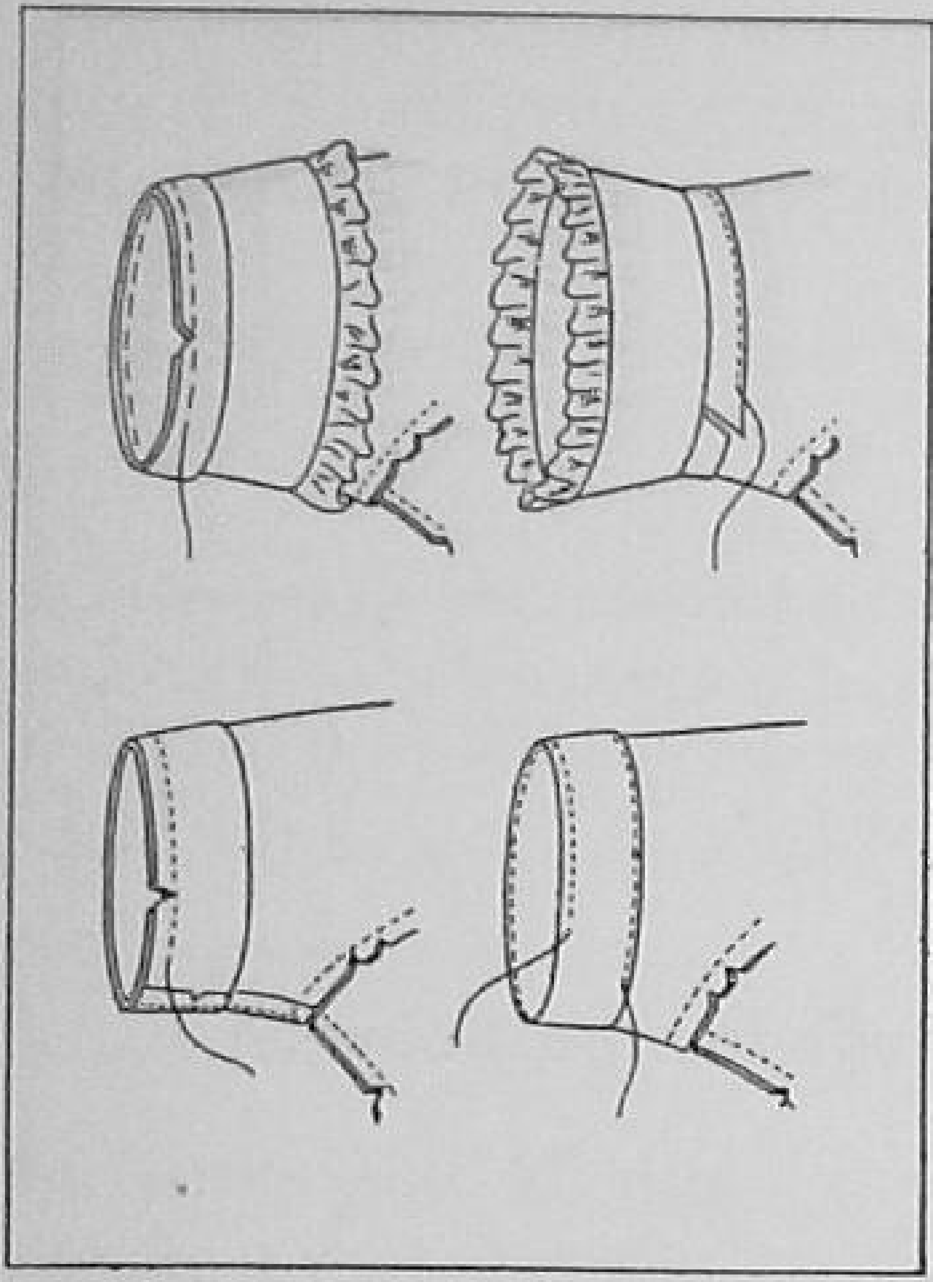
Cuffs may be open or closed. If an open cuff is desired, the pieces are sewed together in the same way in which the collar was sewed.

If a closed cuff is to be made, the following procedure is used:

1. Place the right sides together and baste a $\frac{1}{4}$-inch seam along the outside edge of the cuff.

2. Stitch, remove the bastings, and open it out as one piece.

3. Fold over, with right sides together and seam ends meeting.



• A cuff and a facing are applied.

4. Pin into place and baste along the line of seam allowance.

5. Check with the bottom edge of the sleeve and make the necessary alterations.

6. Stitch the seam, remove the bastings, and press it open.

7. Fold the cuff together on the line of first stitching, baste it into place, and press.

The cuff is then ready to attach to the sleeve.

Things to do

1 Cut out the cuffs for the dress.
2 Make the cuffs to your dress by the method given.
3 Compare this method with other methods.

19 *How shall we attach the cuffs to the sleeves?*

Cuffs should be attached to the sleeves with a smooth, flat finish that does not show on the right side. The best way to do this is to use a bias facing.

The bias facing is cut $1\frac{1}{4}$ to $1\frac{1}{2}$ inches wide, and as long as the distance around the cuff plus enough to join the two ends. The ends are joined and the seam is pressed flat.

The cuff is attached in the following way:

1. Matching the notches, place the wrong side of the cuff to the right side of the sleeve and pin into place.

2. Baste into position with a $\frac{1}{4}$- to $\frac{3}{8}$-inch seam, and remove the pins.

3. With the right side of the bias facing to the right side of the cuff, pin the bias into place.

4. Baste into position with a ¼- to ⅜-inch seam, and remove the pins.

5. Stitch close to the line of basting, remove the bastings, and tie the thread ends.

6. Crease and press the bias flat to the sleeve.

7. Baste into place, close to the sleeve.

8. Turn down ¼ to ⅜ inch of the raw edge of the bias and baste it flat to the sleeve.

9. Stitch on the edge of the bias fold, remove the bastings, and tie machine thread ends.

Things to do

1 Cut the bias facing for attaching the cuffs.

2 Attach the cuffs to the sleeves.

20 *How shall we mark the armscyes?*

Marking the armscyes is a task requiring exact work and care. It must be carefully done if a well-fitted and comfortable sleeve is to be obtained.

To mark the armscyes, the dress is put on and adjusted properly to the figure. The neck is fastened or pinned into place just as it is to be worn.

The armscye line is located in the following way:

1. Locate the high point on the shoulder where the arm and shoulder meet.

2. Place a line of pins perpendicular to the shoulder seam line for 4 inches each way, front and back.

3. Then follow the natural curve of the arm until the two lines meet, making sure that enough room is allowed for freedom of movement.

A row of pins is then placed marking the armscye line. When both armscyes have been marked, the dress is re-

moved, the pin line is checked, a basting thread is placed on the line of pins, and the pins are removed.

Things to do

1 Put on your dress and have your partner mark the armscye lines according to the directions.

2 Remove the dress and place a basting thread along the line.

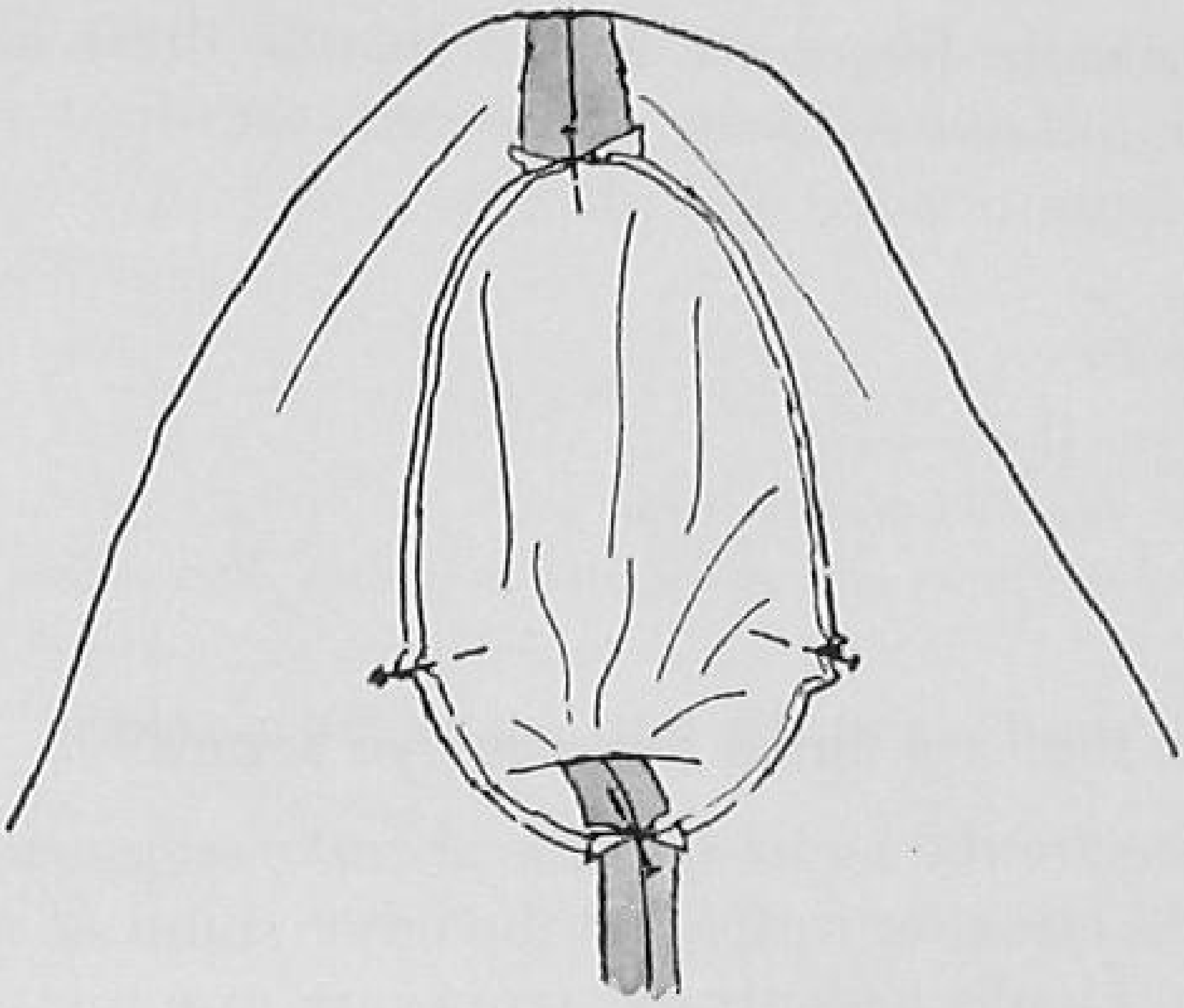
21 *How shall we make and set in the sleeves?*

In order to be comfortable and look well, a dress must have well-fitted sleeves. If the sleeves bind, the wearer will be uncomfortable; if they are baggy, the dress will not look well.

In making the sleeve, the underarm sleeve seams are sewed together as a plain seam and finished as a false French seam, the same width as the other seams of the dress.

When the sleeve seam is made and the armscye line is marked, we are ready to set in the sleeve. This is done in the following way:

1. Trim the armscye to within three-fourths inch of the basted line, marking original notches if cut off.
2. Place the sleeve in the armscye with the inside of the sleeve toward the worker.
3. Place a gathering thread in the top of the sleeves between the notches.
4. Match and pin the notches at highest and lowest points of the sleeve and armscye.
5. Adjust the gathers of the sleeve to fit the armscye; pin them in place.
6. Easing, but allowing no fullness in the lower half, pin the remainder of the sleeve to the armscye, changing the underarm seam as necessary.
7. Baste the sleeve in place and remove the pins.



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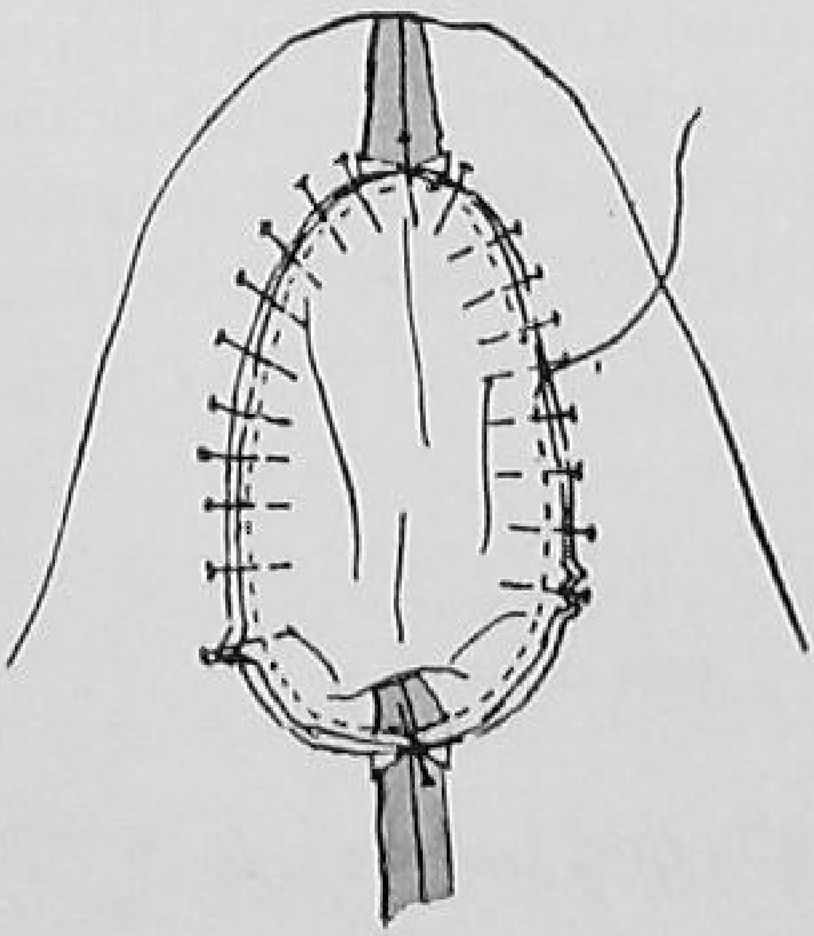

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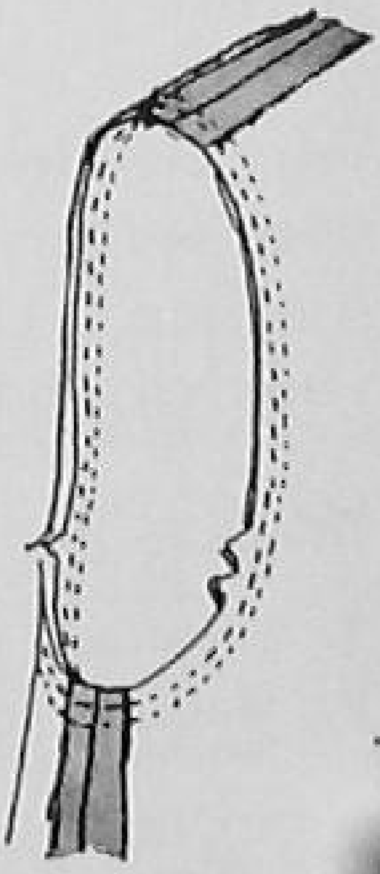


C

- A. The sleeve is placed in the armscye.
  B. The sleeve is pinned in, with the fullness adjusted.
  C. The sleeve is stitched in properly with double stitching.

After both sleeves are basted in, the dress should be tried on, alterations made as needed, the dress removed, and alterations basted into place.

Things to do

1 Make the sleeve seams.
2 Set the sleeves into the dress.
3 Try on the dress and make any necessary alterations.

22 *How shall we make the armscye seams?*

Because of the location of the armscye seam, more stress and strain come on it than on the other seams of the dress. Riding a bicycle and playing tennis are examples of activities that throw great strain on the armscye seam. A dress with this seam pulled out is unattractive and hard to mend.

Hence the sleeve should be stitched to the armscye in as strong a way as possible. The seam should not be bunglesome or appear heavy. The twice-stitched plain seam is practical for the armscye. The first stitching is made close to the line of basting, and the second stitching one-fourth to three-eighths inch from the first stitching. The edge of the seam is trimmed to within one-eighth inch of the second stitching. The machine thread ends are tied, the bastings removed, and the seam pressed down to the sleeve.

Things to do

1 Examine a dress and note how the armscye seams are made.
2 Make the seams in the armscyes of your dress.

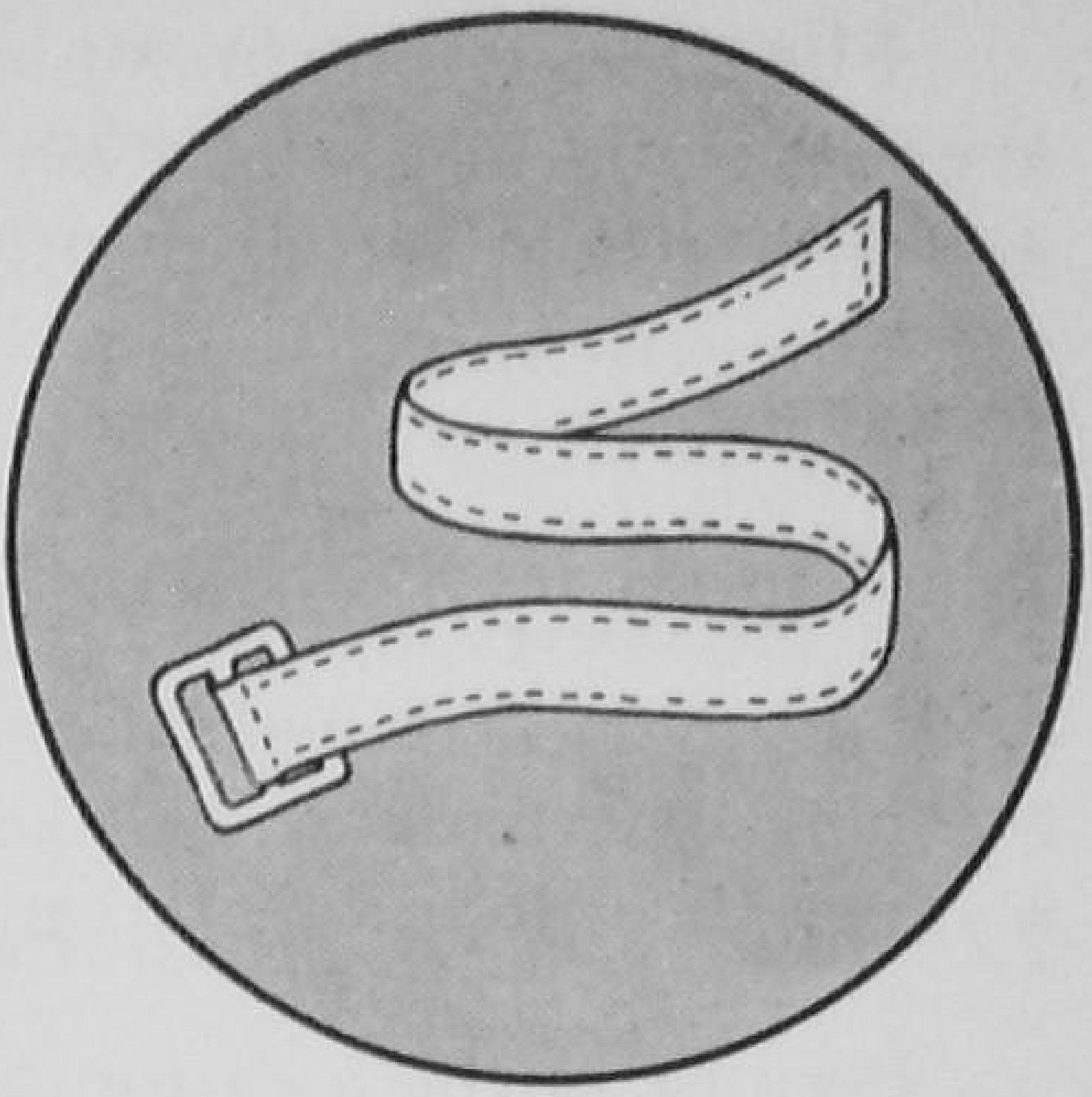
23 *How shall we make the belts and belt keepers?*

You will recall how we made the straps and loops for our apron. The belt will be made in a similar way. The steps in making the belt are as follows:

1. Place the right sides together and fold lengthwise so that the edges are exactly even.

2. Pin into place.

3. Baste with a ¼-inch seam, starting at the folded side of one end, going across the end and entire length, leaving the other end open.



4. Stitch close to the basted line.

5. Remove the bastings.

6. Clip the corners ⅛-inch from the stitching to avoid bulkiness.

7. Turn the belt to the right side, using a safety pin or yardstick to pull or push the material through.

8. Crease at the seam, and fold and baste into place.

9. Turn in the unstitched ends ¼ inch, baste into place, and stitch in by hand.

10. Sew on the hooks and eyes for fastening, using the methods given on pages 616–617.

11. Press lightly, remove the bastings, and press again.

The belt keepers are made to hold the belt in place, one keeper being placed on each side seam at the waistline. These are made as follows:

1. Cut a piece of material 1¼ inches wide and in length twice the width of the belt plus 1½ inches.

2. Fold lengthwise with the right sides together, and baste in a ¼-inch seam the length of the piece.

3. Stitch close to the basting line and remove the bastings.

4. Using a safety pin, turn the keeper to the right side.

5. Fold so that the seam is in the center of the keeper, and press it.

6. Cut it in two equal lengths.

7. Turn the ends in, baste into place, and overhand stitch them together.

The dress is put on and the proper position of the belt keepers is marked. The keepers are then basted into place and fastened to the dress at the ends by overhanding or by machine stitching.

Things to do

1 Make the belt for your dress.
2 Make and attach the belt keepers for your dress.
3 Press the belt and the keepers on the dress.

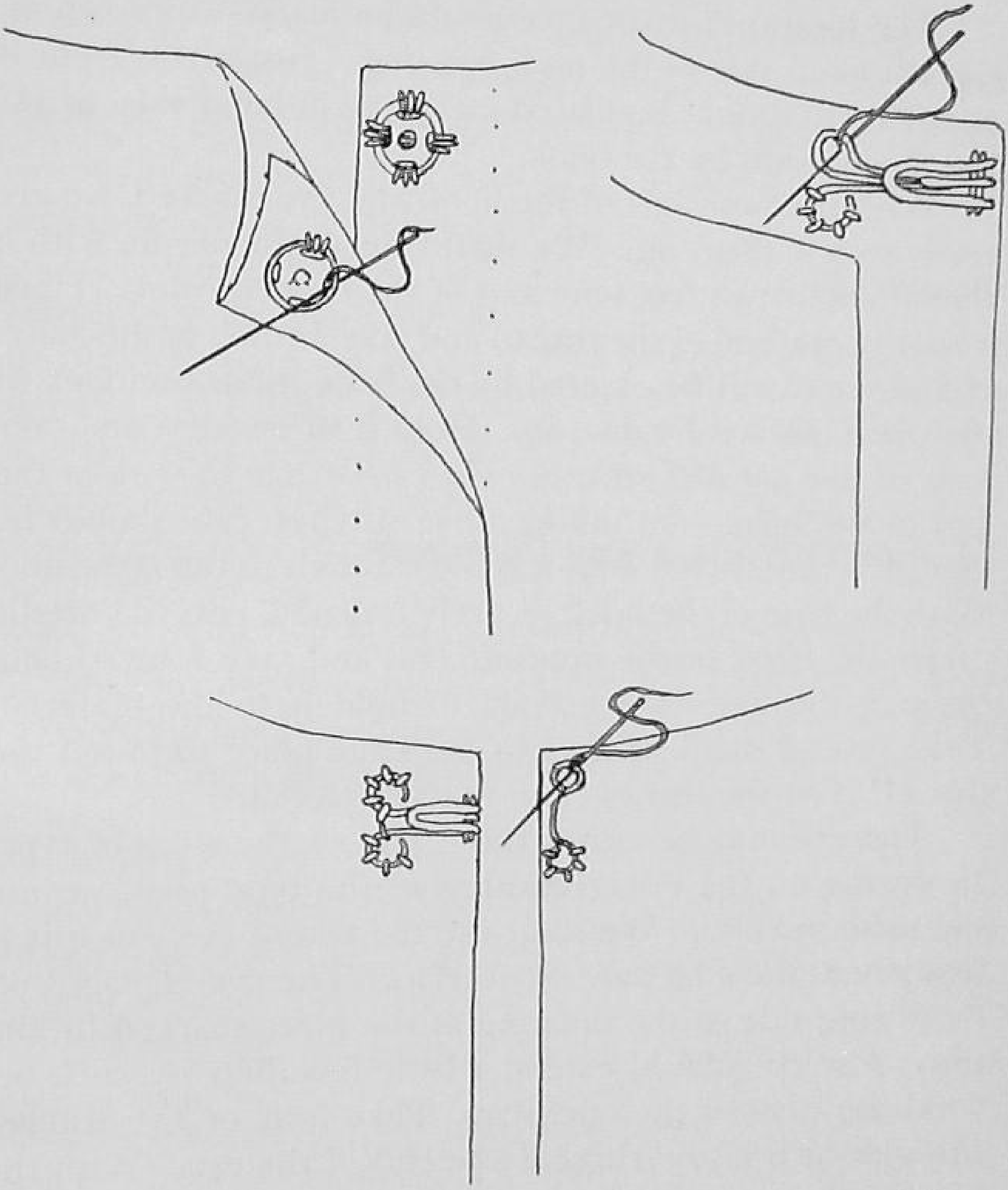
24 *How shall we sew on fasteners?*

For fastening this dress we will find it good to use a hook and eye on the placket at the waistline, and snaps along the placket.

Snaps are sewed on in the following way:

1. Place a pin at each point where the ball part of the snap is to be placed. The ball part is placed on the upper side of the placket. Place a pin on the lower part of the placket where the socket part of the snap is to be placed.
2. With a knot in a single heavy thread, take a stitch where the pin is located.
3. Place the ball part of the snap over the knot, and take several stitches through each hole of the snap. These may be over and over stitches or buttonhole stitches.
4. Pass the needle to the underside and fasten the thread with two or three small stitches.
5. Sew on the socket part of the fastener next.
6. Sew the remainder of fasteners on in the same manner.

Hooks and eyes, if selected properly, are a desirable way of fastening an opening. They should be well made, rust-proof, and large enough to fasten easily, yet not so large as to appear awkward. As this hook and eye will be sewed on



• Snap fasteners may be used when the pull is not too great. Where there is strain on an opening, hooks and eyes may be used. The fasteners in these drawings are sewed on with the over and over stitch.

where there are several thicknesses of material, no extra precautions need be taken to keep it from pulling out.

Hooks and eyes should be sewed near enough to the outer edge that the opening will be held shut, but far enough from the edge of the opening not to be seen when the dress is fastened. The over and over stitch or buttonhole stitch may be used.

The location for the eye should be marked by a pin on the left-hand side of the neck opening. Just across from it another pin should be placed on the right-hand side, marking the location for the hook.

With the positions of the hook and eye marked, we are ready to sew them on. We shall thread our needle with a thread about two feet long and of the desired color. Have a knot in one end of the thread and take a stitch in the material where it will be covered by the hook. Put the hook in the place marked by the pin. Hold it in position and take four or five parallel stitches over each circle of wire at the end of the hook. In taking these stitches, care should be used that the stitches do not come through to the right side. With the base of the hook securely fastened, pass the needle under the hook to the opposite end and take four stitches through the base of the hook to hold it to the material. Take several small stitches in the same place to fasten the thread. Cut the thread close to the material.

The eye may be either the round or the straight type. In sewing on the eye, regardless of the type used, we use the same method. We shall use the round eye, since it is best where the edges are to overlap. The eye is placed on the wrong side of the opening at the place marked by the pin. The eye should extend a little less than $\frac{1}{16}$ inch beyond the edge of the opening. Take four or five stitches through each of the rings at the end of the eye. With the base of the eye securely fastened, pass the needle up one side of the hook where the bend begins. Take four stitches to hold the eye to the material. Repeat on the opposite side. Fasten the thread in the usual manner.

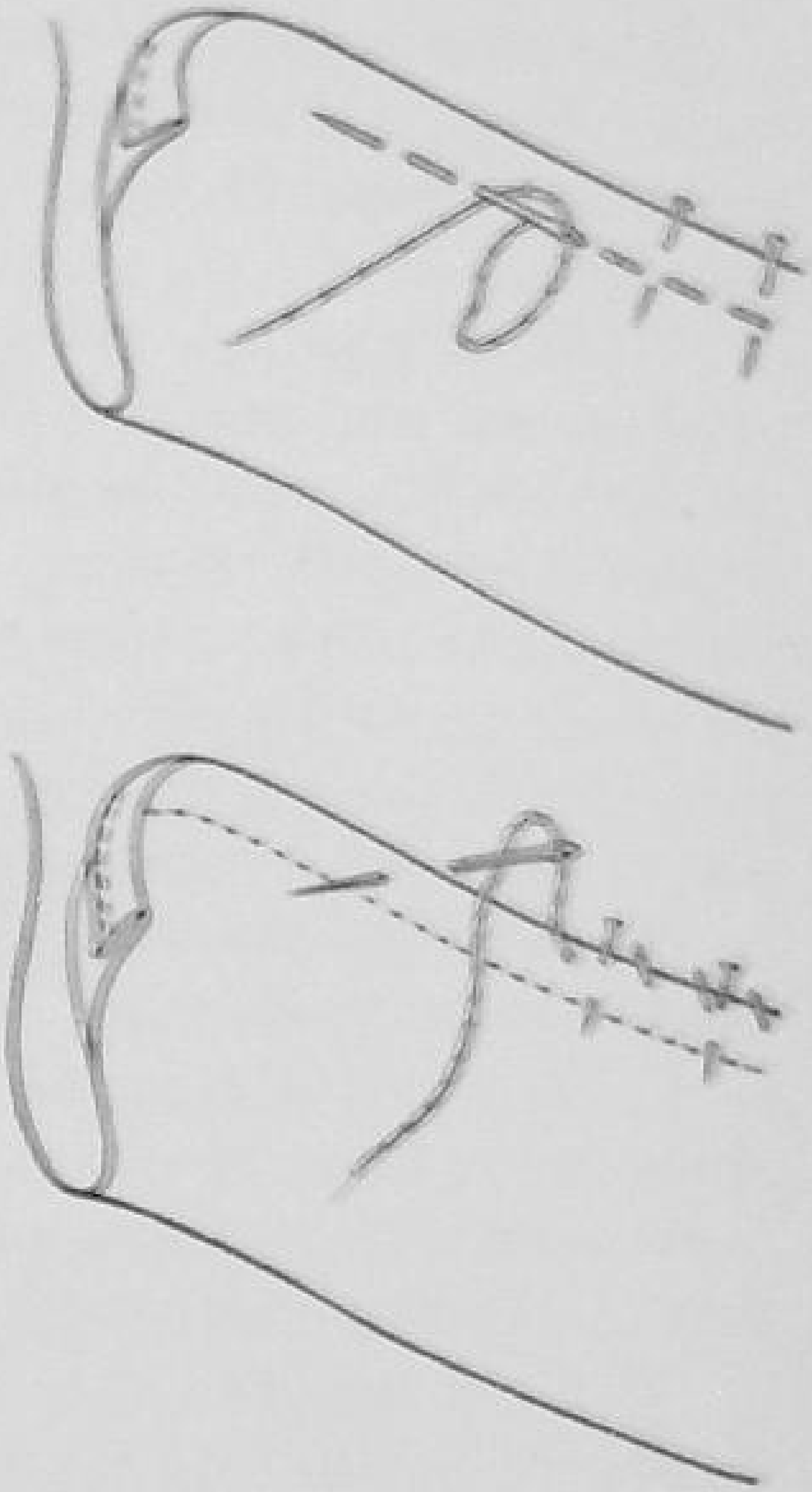
Things to do

1 Practice sewing on some snaps.
2 Practice sewing on a hook and eye.
3 Decide the fasteners to use on your dress.
4 Locate the places for the fasteners on your dress.
5 Sew the fasteners on your dress.

25 *How shall we put in the hem?*

The evenly made hem line adds much to the appearance of a well-made dress. We will mark the hem line in the same way as we did the one in our slip or jumper. We will also follow the same procedure in putting in the hem. However, if the skirt happens to be a circular one, a much narrower hem will be used.

Shall we recall the steps in marking and putting in the skirt hem? These are as follows:



• The hem is first basted (top) and then sewed in by hand (bottom).

1. Decide how many inches from the floor the dress will be.
2. Mark this number on the yardstick with chalk or a rubber band.
3. Hold the yardstick, perpendicular to the floor, against the dress.
4. Place pins in the dress at the point even with the mark on the yardstick and parallel to the floor.
5. Pins should be placed about 3 inches apart.
6. Recheck the line of pins.
7. Remove the dress, turn the hem on the line of pins, and crease.
8. Pin the hem into place.
9. Put on the dress and check to see that the hem line is even all around.
10. Make any needed corrections.

11. Remove the dress, being careful not to lose the pins.

12. Baste the hem line in place 1/4 inch from the lower edge, removing all pins when you have completed the basting.

13. With a gauge, measure up from the hem line the desired width of hem plus 3/8 inch for a turn-in. Measurements should be made at intervals of two inches and marked with a pin at each point.

14. Trim along the line of pins and remove the pins.

15. Turn under the edge of the hem 3/8 inch and baste with small basting stitches, starting with a new thread at the center front, center back, and each side seam.

16. Pin the hem into place at the center front, center back, and each side seam.

17. With basting thread, adjust fullness between the pins and pin the hem into place.

18. Baste the hem into place and remove all pins.

19. Try on the dress and make any needed alterations.

20. Press the hem.

21. Stitch close to the edge of the hem.

22. Remove the bastings, tie the threads of the machine stitching, and press the hem again.

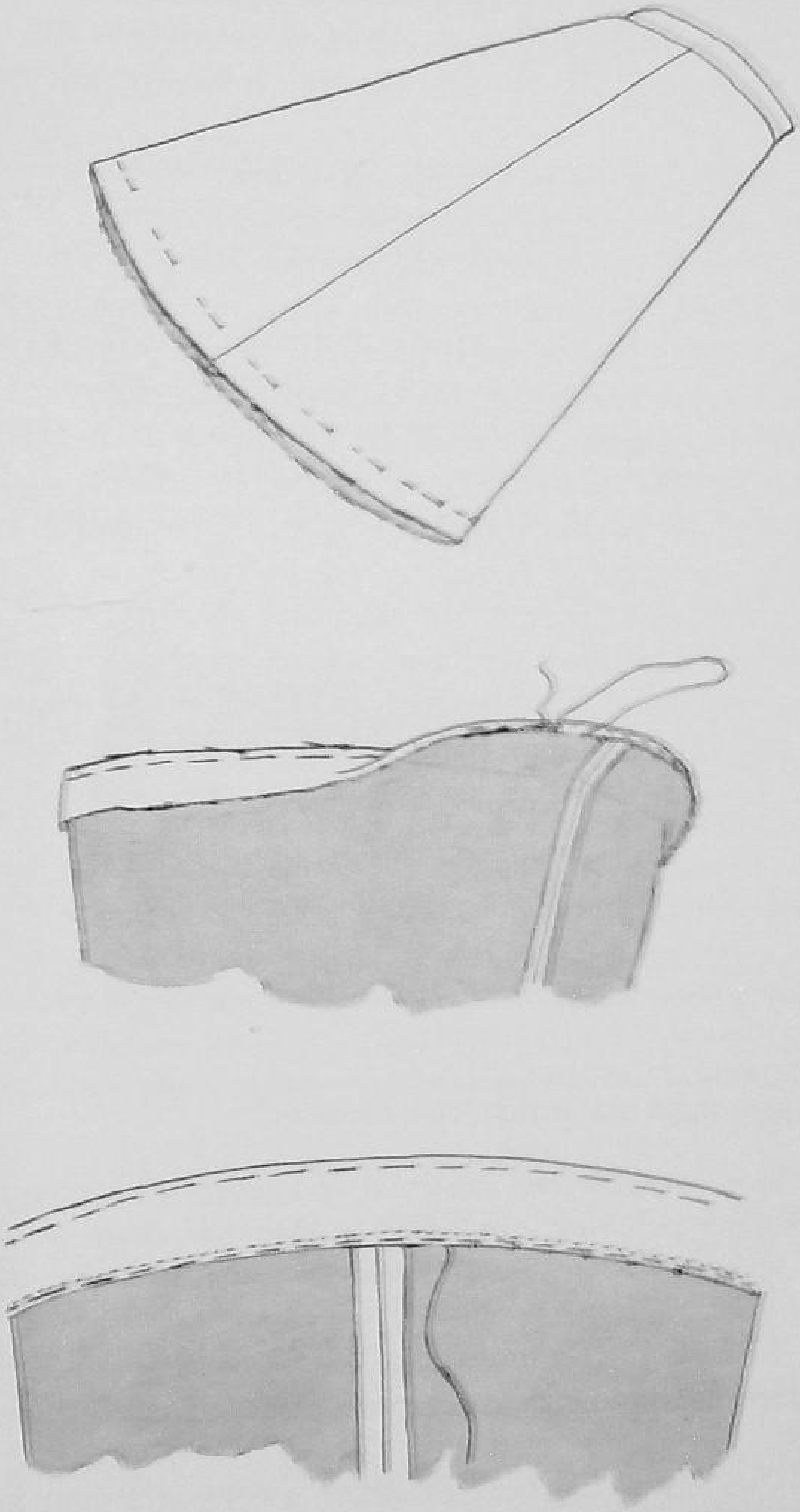
If desired, the hem can be put in by hand. When this is done, the stitching is practically invisible on the right side. This method requires a longer time than does stitching with the machine.

Things to do

1 Have your partner mark the hem line of your dress.
2 Put the hem in your dress.

26 *How shall we press our dresses?*

We noticed that pressing our first garment added much to its appearance and made our work look much better. Pressing will have the same effect on this dress. Our school



• Pins mark the line for turning the hem (top). The hem is turned and basted (middle). The hem is basted into place (bottom).

dress will be pressed in much the same way as our slip or jumper. We will use a damp cloth to brush over the dress as we press, being certain that the iron is not too hot for the fabric.

A dress with set-in sleeves must have each side of the sleeves pressed, and we must give special attention to cuffs, before putting the dress on the ironing board. The seams at the armscye and waist are heavy, so they require special pressing. Next, the waist is pressed. Begin pressing at the shoulder seam and press down to the waist seam. If the neck has an opening, it should be well pressed. In pressing the skirt of the dress, begin at the waist and press down. The skirt may be too long to press its entire length at one time on the ironing board, so we will press all the way around the upper part of the skirt and then press its lower part, being sure that the hem is well ironed. When the pressing is completed, the dress is placed on a hanger and hung in a closet. Good hangers and ample closet space are important aids in giving proper care to our clothes.

Things to do

1 Press your dress as directed.
2 Give reasons why some dresses are harder to press than others.

27 *How shall we judge our dresses?*

When we chose our material and pattern we considered the design and color carefully, so that our dress would be attractive. Now that our dress is ready to wear we will check it to see if it has worked out as we had planned. We will also wish to check or judge our workmanship, the fit of the garment, and our carefulness in keeping the garment clean.

An easy way to check or judge a dress is to use a score sheet. A basis for a score sheet which we might make follows:

Style of pattern

Material
- Color
- Weight
- Design

Workmanship
- Seams
- Hem
- Neck and sleeve finishes
- Fasteners
- Pressing

Fit
- Neck
- Sleeves
- Shoulder seams
- Side seams

Cleanliness

In using the above score sheet you may want to give each item a definite number value, or you may decide to rate them excellent, good, fair, and poor. Whatever you may decide to do it should be done uniformly throughout each garment. Standards should be set in relationship to the ability of the members of your group.

Things to do

1. Make a score sheet on the basis of the items listed above.
2. Score your own dresses.
3. Judge some dresses of classmates.
4. Decide how you can improve the next garment you make.

Things to do at home

1. Make a plan for buying your clothes for the remainder of the school year.
2. Make another school dress for yourself, using a more difficult pattern.
3. Make a washdress for some member of your family.
4. Plan a dress with the accessories which it would need for some member of your family.
5. Take the measurements of your mother and decide what size pattern she should buy.

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